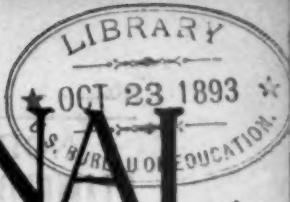


THE SCHOOL JOURNAL

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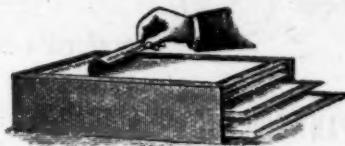
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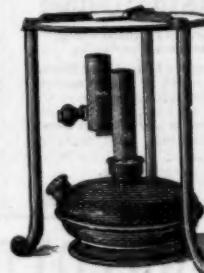
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THE SCHOOL JOURNAL

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No. 15

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The business department of THE JOURNAL is on page 380.

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R. J. M. RICE, whose criticism of the schools of this country recently excited so much comment, classifies our schools in three grades, roughly as follows: 1, those that are plodding along on the old memorior lines and making no effort upward; 2, those that have left pure mechanism behind them and are seeking to enliven school work with processes of reasoning and imagination; 3, those that have risen out of this transitional plane to one of philosophic teaching, where the work of study is unified and the aim is to make the best of the child through his consistently and constantly applied best energies.

THE JOURNAL ministers to the great and rapidly increasing second class more than to either of the others. To get contented drill teachers awakened to *discontent* was THE JOURNAL's great effort in the long ago. It still expends energy in that direction, but the main part of its effort is to help along the strugglers toward the light.

Teachers who have been brought up under mechanical school methods, as most of us have, find it hard to break with old habits and apply new principles. Philosophic study is with them often the longest way round. They want *examples* of live teaching and many of them, and much practice in trying experiments and making mistakes and learning the secrets of mind action through living contact with living, acting mind. They cannot at once grasp a high ideal of teaching, unify all aims in one, and work steadily toward an educational goal. Yet these earnest spirits by reason of their earnestness, will educate their pupils beyond all proportion to the method in their teaching. Such are the most constant readers of our School Room, and for such it is prepared.

Nevertheless, the third class of teachers, those who have found a unified aim and are working in the daylight, also find help and profit in the School Room pages.

The Pedagogical columns and the school news are for all.

A subscriber in the mountains of Montana writes: "I am determined to arouse the best in my pupils." This states the real object of teaching in a very brief and accurate way. A school-room is recalled where a man six feet in height, with prodigious black whiskers, went round and round the room, carrying under his arm a stout ruler two feet long; he had a book in his hand from which he asked questions; but no one felt safe from a blow. The aim of this man was order and lessons; if the obtaining of these accidentally aroused a spark in the better nature that was accidental surely.

It was a common expression of George B. Emerson (an educator, contemporary with and almost as great as Horace Mann) "Determine not to be aimless." It often seemed when he said it to gatherings of teachers as superfluous, if not impudent. Did not those teachers say to themselves, "Why, I am aiming at having a still school and good lessons. I am not aimless." Many a teacher has aimed at these things and missed the great end of teaching. "Aim high" is the specific direction of all who are competent to advise teachers; to aim low is to be really aimless; to hear lessons and to keep order are only incidentals in real teaching.

More good pedagogy is to be found in the *Sunday School Times* than in many of our more strictly professional exchanges. For instance, what a hint there is for reform in school incentives in the following, taken from one of its editorials:

"It is often said that competition is the life of trade. But if there is one thing better than the competition of man with man, it is that of a man with himself. It is a man's striving to outdo himself, to overtop even his old ideals in his new performances. It is the difference between a race against time and a race against another individual. Time never can be beaten, but the racer can beat himself. There is no limit to the probabilities of one's power to excel himself. But so long as a man has only to keep a little ahead of his neighbor, he has a dull spur wherewith to prick the sides of his intent. If that neighbor sticks fast, that is the end of the competition; after that, both stick fast. On the other hand, when a man feels the necessity of bringing his future deeds into competition with his own past, there is no limit to the possibilities of life with him."

"More and more becomes apparent the reasonableness of the child's natural selection of thought topics. The epitomized rat is no longer pursued by the typified cat. The embalmed bug has deserted the specially assigned rug. In the place of these cloistered echoes of nothingness, a live, kicking world is beckoning to the child on every side. It is not calling to idle fancy nor to fruitless speculation. It is an organized world, one in which he is living and is to live. He is a part of it, and the ultimate aim in his education is gradually to acquaint him with the total relation between himself and the rest of the All."

A healthy child courts the opposition of nature. That pleases him, which, sturdily challenging his powers, finally, after a struggle, succumbs to them. The teacher tries to follow the Line of Normal Obstacle. Don't "tote" him up the walk of life. Let him scramble for it. A normal plant attains the truest growth without the aid of a hothouse.

—W. J. K.

52,894.

Pauperism and crime have a definite relation to non-education. The non-trained are likely to become paupers and criminals. The teacher must see how his work tends to prevent pauperism and crime—the two blots on the fair face of human society. Rev. F. H. Wines has been examining the statistics from the last census. In 1890 there were 52,894 white males in prisons, penitentiaries, and reformatories; of these 38,156 were native born, and the parents of 20,101 were both natives; of 11,766, both parents were foreign born—that is, three-fourths of the criminals were born here in this land of free schools!

Of this 52,894, it appears that 31,426 were ignorant of any kind of trade; of the 38,156 native born criminals, 23,144 (about three-fourths) had no trade.

Suppose sixteen criminals, for example, to be sent from this city to state prison—*twelve will be Americans*; and of these twelve *nine will be men having no trade*.

Will it not be well for those who are laying out places for teachers' meetings, such as state associations, to consider the problem involved in the above statement? Are the schools our brother's keeper?

No teacher but mourns if his pupils do not "turn out well." These criminals have been to school somewhere, and it appears quite lately too. Of the 52,894, it seems that 11,753 were between 20 and 24 years of age—in fine 36,126 (about three-fourths), were under forty years of age.

Now it does not follow that the men and women in the school-rooms to-day are not doing their best. But it is apparent, that there is a great human loss. It is believed that boys from the rural districts, from villages, who leave school, say at 12 or 14 years of age, and "shack around," who drift to the cities, form a large element—those who never get into any high school, or come under the influence of a superior teacher. Another large class is composed of young men in cities who have no trade; who are loafers early, in the saloons, in the cheap theaters; who are not under the control of their parents.

But in order not to have another 52,894 what shall be done? In St. Louis lately, a pastor of a Presbyterian church was informed that there were a large number of people in the vicinity of his church who would prefer to go to a church of his persuasion; the Y. M. C. A. had learned this. This good man had given his mind to preparing and preaching sermons, and was surprised to be informed that there were people near him that might come and hear him, if some one asked them.

Now who is looking after the young men who are not in the school? Will not the teacher broaden his work and take a look at them? If the educational associations will bestir themselves, and discuss the matter, who can say that the trustees may not give him a helper who will gather these young men into clubs for improvement? It is not altogether improbable.

No reflection is intended upon the clergy, but (as in the case above cited) they too should know the people within the radius of a half-mile of the church; they are the ones that need preaching and other influences for ethical up-building. The teacher must broaden his influence; he must be especially interested in all the young men embraced in his district or locality.

Here is an instance: A new teacher went into a village; he soon learned there was a "gang" of young men prowling around nights, breaking glass, etc.; they were mostly employed in a shoe shop. He saw they had a dislike for him—because he was a teacher. He met some of them, and though the town's people were hopeless concerning them, he suggested an association—they formed one, "The Good Intent Association;" they had lectures, a library, and it was plain a revolution had set in.

The teacher is in too important a place to do no more than the work inside of the school-room; he can start a work outside, and get helpers to carry it on. "The field is white to the harvest. Where are the reapers?"

Herbart. III.

By L. SEELEY, Lake Forest University.

MANY-SIDED INTEREST.

Herbart uses a fuller title in his discussion of "(Gleichschwebende Vielseitigkeit des Interesses," which may be translated as, "well balanced, or harmonious many-sidedness of interest.") But the title selected will be sufficiently accurate. Herbart thinks that abnormally formed character, as when great learning is united with moral weakness or criminal propensity, is the result of instruction in which the interest has not been properly and harmoniously awakened. With him, interest is something that is necessary, not simply while the lesson is being given; but it must take hold of the whole soul of the child; it must follow him to his home and in his sports; it passes through the stages of pleasure, desire, will, and action. It will hold what is known and extend it; it will lead outward to new and broader fields. It is direct, and does not arise from emulation, nor hope of reward other than that which the subject itself affords. It is not impelled by selfishness, nor fear, nor ambition.

The writer had an experience once, which closely illustrates this point. He made a seven days' trip through the beautiful forests of Thuringia, with about fifty boys from twelve to fourteen years of age, and twenty-five teachers of the Herbartian school at Jena. The boys had made copious notes of each day's journey, which were to be used in school after they returned, as the basis of historical, geographical, scientific, and literary research. The result of this work was to be a book or pamphlet written by each boy containing a full account of the trip, with such illustrations as he was able to make himself, and such additional facts as he had been able to learn. This study and description was to occupy the entire year, great care being taken as to every detail of neatness, penmanship, language, accuracy, and fact. He believes there was more of real instruction and training on the part of the teacher, more of growth and acquirement to the boys as resulting from this trip, than in any other pedagogical investment he ever knew either in the light of time or money. In the background of the study of history, geography, natural science, in fact every subject that would arise in the school work, would always remain the remembrance of the seven days in the beautiful woods, among the hills, and amid scenes strange and new, guided by and in companionship with the beloved teacher. How easy to awaken interest in the work with the memory of those days as an inexhaustible fund to draw upon.

Wishing to encourage the boys in this work, and stimulate them to especial effort, the writer offered prizes of five, three, and two marks for the first, second, and third-best productions. The offer was politely received by the teachers; the director said that they could not accept the offer; that while most of the boys were needy and would be glad of the money, they must do the work for itself and not from hope of pecuniary reward, they must find their interest in the subject itself and without external stimulation.

The trip alluded to awoke interest on all sides. There were the landscapes, the villages, the cities, the historical scenes, the geography, besides the stones, and plants, and birds, and everything that nature furnishes and teaches. The subtler lessons of unselfishness, generosity, thoughtfulness, and sympathy were taught by the seven days' constant life together, and religion was sublimely taught as the whole school gathered in the early morning under the wide-spreading branches of the great trees, "God's first temples," sang a hymn, and offered prayer.

Kern, a disciple of Herbart says: "The pupil should find a moral support and protection against the servitude that springs from the rule of desire and passion in a many-sided interest. It should protect him from the errors that are the consequence of idleness; it should arm him against the fitful chances of fortune; it should make life valuable even when a cruel fate has robbed it of its most cherished object; it should enable one to find a new calling if driven from the old; it should elevate

him to a standpoint from which the material things of life appear as of little account, and above which the moral character stands free and sublime."

Dr. Vogel finds two classes of interests in Herbart's teachings, namely, those arising from *knowledge*, and those arising from *association*. Under those arising from *knowledge* are 1, the *empirical interest*, that which arises from change and novelty in the presentation of concrete things; 2, the *speculative interest*, or the search for the causal connection of things to which the mysterious or problematical impels the mind; and 3, the *aesthetic interest*, that is aroused by the beautiful in nature, art, or morals.

Under those arising from *association* are 1, the *sympathetic interest* aroused by the joy and sorrow of others, 2, the *social interest*, which regards the general good of mankind; and lastly, the *religious interest*, which has to do with the immortal welfare of man.

These interests cover the whole field of instruction, and each furnishes food for abundant thought. They give the key to what should favor the matter of education.

The College Graduate.

It was once conceded to the college graduate that he might teach without an examination. A writer in the *Evangelist* complains that students that might go to colleges are "switched off to normal schools" because they can thus get diplomas as teachers. He says:

"This bears particularly hard upon the graduates of our women's colleges (Elmira and Vassar), most of whom become teachers. The college graduate may have had ever so much experience in teaching; it avails not. And they all have *seen* good teaching and have *absorbed* good methods. What better qualification for good teaching than to have been in the classes of President Mark Hopkins, or President Anderson, of Rochester, or President Cowles, of Elmira? The normal schools, for less than a year's extra work, receive what college graduates get only after four years' study and three years of practice.

"The state, by not giving all college graduates a license to teach, because they are graduates, is hindering collegiate education and doing a great injustice to college graduates. If it be necessary, the college might be required to give instruction in pedagogy, that is, in the art of teaching. Some do this, yet it avails not."

The state tried the scheme once of depending on the colleges and academies and gave it up. If the colleges and academies had then given instruction in the theory and practice of teaching they might have had a monopoly of the business of preparing teachers, but they did not comprehend the situation at all. It is not true that the college graduates "have seen good teaching and absorbed good methods;" quite the reverse. A graduate of Yale said lately there was only one good teacher there and he was a normal graduate. Specimens of poor teaching abound in the colleges. He is wrong also as to the normal graduate getting a diploma for less than a year's work.

The state superintendent gives all college graduates a diploma if they have taught successfully for three years. The graduate of the college can easily obtain a first-grade certificate; after that he receives a life diploma. But why do not the college graduates in New York take the examination for state certificate or life diploma as soon as they graduate? That is what puzzles one. There are numerous graduates from the colleges every year, and of the twenty that apply for state certificates—but few come from the colleges.

There is a "screw loose" in this matter; the college graduate is averse to passing an examination. He knows nothing of pedagogy, and prefers to take an examination for a second-grade certificate, and then, after teaching three years, to ask the superintendent to give him a diploma. There are now just as many as ever who want to earn the money there is in the schools and not give specific preparation. The college graduate is anxious to teach for a year or two, and take in some money, and then shake off the dust of the school-room forever; ho! then for the law or some lucrative business.

It cost this state a great effort to shake off the hands of the college on its educational system, but it was *done by college men*. The foundation of the normal school was laid by college graduates; they saw the college graduate did not know how to teach, that he had not absorbed good methods; that, though men of learning

heard him recite his lessons, that was not enough. The era now upon us is one that demands a careful study of the child; the college pays no attention to him; the normal school does, but not enough.

Power Through Concentration.

By JAMES BUCKHAM.

Some thoughtful writer—Mr. Prentice Mulford, I think—has said that even in so small and relatively unimportant a matter as tying one's shoestring both power and advantage are gained through concentration. That is to say, not only is a valuable mental habit thus established or maintained, but one can actually tie one's shoestring faster and better if one give undivided attention to it. This principle, of course, applies with increasing emphasis throughout the ascending scale of man's activities, from the manipulation of foot gear to the writing of books and the molding of intellects and characters.

This gaining of power through concentration is notably evident in the profession of teaching. The very first requisite of success in this profession is found in the concentration of personality upon personality. A man or woman may be in the condition—enviable or otherwise—of Goldsmith's village pedagogue, concerning whom

the wonder grew

That one small head could carry all he knew.

And yet that man or woman may be as incapable of imparting knowledge as an automaton. Why so? Because the power of drawing near to the pupil is lacking—that all-important gift or acquirement of attention to the personality, the adaptability, the temperament, the needs of the pupil. This is a deficiency due to lack of concentration. The successful teacher must throw himself utterly and unreservedly into his work. And what is this work? Not primarily the mastery of the subject or subjects to be taught. That is a prerequisite. The teacher should have mastered his subject before he presumes to teach. The true work of the educator is to impart what he knows. This is the function to which he must devote himself, body, mind, and soul, with an intensity which enlists every faculty he possesses. This is the concentration which tells in the work of teaching as almost nowhere else. Its direct practical application should be attention directed to the pupil's possibilities and needs. No teacher can succeed who is not capable of establishing a close and genuine personal connection between himself and his pupils. This was the secret of the success of that prince of teachers, Arnold of Rugby. Here was a man who threw himself into the life of his school, and the lives of his pupils, with a concentration of mental and moral energy that was little less than sublime. There have been thousands of teachers whose technical knowledge far exceeded that of Thomas Arnold, but there has never been a teacher who could more thoroughly concentrate himself upon the teaching function. "This one thing I do," was with Arnold as with Paul, the motive of life. This one thing—to impress himself, his character, his knowledge, his influence, his whole personality upon the pupils of Rugby. And he concentrated himself upon Rugby in such a way that Rugby became Arnold and Arnold Rugby. There never has been, and there never can be, a total disconnection of the two in the whole history of the school, past or future.

The power of concentration is further illustrated, in the profession of teaching, by the success which follows directness and positivity of effort. There must be concentration of method as well as concentration of motive.

Most teachers are experimentalists in this respect. They dissipate their energy and interrupt the progressive character of their work, by a lingering uncertainty as to the best methods of discipline and instruction. Worse still is the mixing of methods—a little of this and a little of that; physical punishment to-day, moral suasion to-morrow; or, perhaps, physical correction for this pupil, moral suasion for another. Object teaching

is tried for a time, then purely textual instruction. "I want to find out the best way to handle my pupils," is the excuse of the experimentalist. But a teacher who goes at it in this way never does find out. Such a teacher's methods are always tentative to the end of the chapter. The concentration of thought and purpose which produces conviction, is lacking. No teacher who is allowed any liberty of action in this respect, is fit to govern a school, unless he or she has clear, definite convictions as to method from the outset, and sticks to them with a fidelity and persistence that defy discouragement. Whenever this concentration of purpose is present, the teacher's success does not seem to be, after all, so much a matter of the best method, but rather to be due to inflexible, consistent, progressive adherence to the one method concerning which the teacher has strong convictions. A teacher who believes thoroughly, exclusively, and one might say absorbingly, in the disciplinary value of moral suasion alone, is sure to have a better behaved school than one who uses moral and physical corrections indiscriminately or experimentally. The same thing is true of methods of instruction. It is the absorbing, concentrating conviction that enlists the whole personality of the teacher, which tells upon the individual pupil and upon the school as a whole. Anything which absorbs one utterly imparts to that person the element of power. Tie a man's body to a post and give him a stone to fling. He will not cast it far. But let him throw, not only with his arm, but with his whole body, and the case will be very different. Any far-reaching word must command all there is of us; and it certainly cannot do this without concentration of purpose and definiteness of effort. The successful teacher must be able to say, not only, "This one thing I do," but, "This one way I do the one thing." The all-enlisting aim, the all-controlling motive—these are the elements of power through concentration.

A Plea for the Kindergarten.

By WILLIAM A. MOWRY, Salem, Mass.

I wonder if you realize what a barbarous thing a primary school is. Sometimes I think it is wicked to treat little children as they must be treated during their first year in school. Think of a child five years of age, entering upon his first day at school. He has always been active during his waking hours. He is constantly on his feet, running around, jumping, leaping, talking, playing. His activity has been thus far untrammelled, only the superabundance of his boisterousness has been checked.

Now comes the change. He enters school Monday morning at half past eight o'clock. For three hours he must sit. He is forbidden to stand or run about. He must sit, and he must sit still. He must not talk, he cannot even wriggle in his chair. There is really next to nothing that he can do. One command he has, and only one, sit still. Sit still, do not make a noise. Now what does that mean to him? It means, curb nature, do only the abnormal thing; in reality, do what you cannot do.

Is this natural? Is it right? Is it human? Two years later, five years later, when he has learned to read, when he can busy himself with slate and pencil, with pen and paper, then he has something to do, then he can busy himself with legitimate and proper work, but during his first year there is scarcely anything that he can properly, naturally do, and the thing which he is told to do, namely, to sit still, he cannot do. It is an impossibility.

Is the picture overdrawn?

Do not think I am blaming the primary school teacher. She is obliged to keep her school after an orderly fashion. She remembers that order is heaven's first law, and her sole idea of order necessarily must be absence of noise. Sit still. Do not even whisper. This condition of things she cannot avoid, she cannot control. She must insist upon an orderly school-room, else no progress in study can be made.

Now consider what these children thus "cabined,

cribbed, confined," their free and active, supple limbs as good as manacled, are called upon to do. They must learn something. What is it? It is something entirely different from what they have ever before come in contact with. Hitherto they have learned to act, that is, to do and to talk. Now they are to learn a written language. They are to practice the eye only upon arbitrary signs, letters, words, sentences. Hitherto, they have dealt with objects, with realities, with living existences. Now they are to confine their attention almost absolutely to arbitrary written symbols.

And for this radical change in their whole life there has been no progressive preparatory period. The transition is as sudden and as contrary to nature, as a sudden plunge from the warm air of a summer day into the cold water of an Arctic current. When one takes such a plunge his only chance of living, of withstand ing the shock, is to get out of this unnatural element, to return to his normal condition, as soon as possible. So, were it not for the daily return to the customary home life, the play, the jumping, the running, the prattle of tongue and freedom, it might well be feared that the little innocent would soon die.

Is it not true that the life of an adult in thought and action, in duty and recreation, in fact, in every way is almost totally different from the life of the prattling child. "When I was a child I spake as a child, I understood as a child, I thought as a child; but when I became a man I put away childish things." It is this putting away of childish things, one at a time, gradually, a little here and a little there, putting off and taking on, which is the natural way of changing from infancy and childhood to more mature and finally to adult life.

Our whole life is an evolution. All natural growth is a process, slow, gradual, continued. A revolution is abnormal, unnatural. But what a revolution is the change, the sudden change from prattling childhood at home to the first day in the primary school.

Now for this change there should be gradations,—a preparatory process. Fröbel saw this and out of his fertile mind he elaborated a system of transition from the unrestrained freedom of childhood to the natural and easy discipline of the school-room. The kindergarten system is a natural and philosophical system. It provides a series of exercises, admirably adapted in every way to turn over the activity of the little child from the unrestrained freedom of home, to the proper and partial restrictions of the school-room. It aims to retain sufficient freedom and naturalness, and to couple with these, attention to objects, to construction, and to a careful exercise of the powers of observation, attention, reflection, and memory.

It is less than sixty years since the first kindergarten school was established by Friedrich Fröbel, at Blankenburg, in Germany. The system is now adopted in nearly all civilized countries. It is in successful operation in most of the cities of this country. I do not recall any case where a city or large town has adopted this system and subsequently given it up. It is everywhere successful.

"If you should have a dozen children no two of them would be alike in disposition," observed an experienced matron to a young mother who was exclaiming over the radical differences between her two boys. This admission is one belonging to the liberal tendency of our modern time. The idea that a family of children resemble peas in a pod, and are to be treated alike, is being replaced by the more scientific opinion that there are natural differences which must be considered. Modern children are not to be managed in groups. It is necessary to deal with them separately. This requires more time, more care, more intelligence than the old way; it requires special preparation for parenthood and the cultivation of good qualities in the guardians who are to exercise discriminating government. The nineteenth century makes large demands of us and nowhere greater than in its demand for superior character.—*Childhood.*

The School Room.

OCT. 21.—NUMBERS, SELF, AND EARTH.
 OCT. 28.—PEOPLE AND DOING.
 NOV. 4.—PRIMARY.
 NOV. 11.—LANGUAGE, THINGS, AND ETHICS.

A Problem in Percentage.

A man bought 84 shares of stock at 98 $\frac{1}{2}$ and sold it at 6 $\frac{1}{2}$ per cent. advance; how much money did he make?

Pupil.—I don't understand what stock is.

Teacher.—When you and several other persons agree to go into business together, you all put into the business a certain amount of money. Suppose all put in \$50,000. What will be the whole amount of the stock?

P.—Fifty thousand dollars, I should think.

T.—Yes. Now they divide that stock into one-hundred-dollar shares; how many shares will there be?

P.—Five hundred.

T.—Yes. And suppose you own one hundred of those shares, how much stock will you hold?

P.—Ten thousand dollars.

T.—Now suppose the business does not prove to be profitable enough to pay what the money would be worth if put out at interest; could you sell a share of your stock to some one else for one hundred dollars?

P.—I should think not.

T.—How would the stock be rated then? Above or below par?

P.—Below.

T.—Now suppose a man buys 84 of your shares at 98 $\frac{1}{2}$. How much would he pay for each dollar of the stock?

P.—Wouldn't it be ninety-eight and a half cents?

T.—Yes. How much would you lose on each dollar?

P.—One cent and a half.

T.—Now let us suppose that the business improves, and that the profits are greater than the interest that could be gotten for the money invested; how would the stock be rated now?

P.—Above par.

T.—Suppose, now, that this man sells his 84 shares at 6 $\frac{1}{2}$ per cent. advance. How much will he get for each dollar of stock?

P.—One dollar and six and a half cents.

T.—And he paid how much for it?

P.—Ninety-eight and a half cents.

T.—How much did he make on each dollar of his stock?

P.—Eight cents.

T.—How much on one share?

P.—Eight dollars.

T.—And on 84 shares?

P.—Eighty-four times as much.

This is here carried out to the end, but in actual practice the pupil "caught on" before he got half through it, and then the teacher let go and he went alone the rest of the way.

There is nothing in percentage that cannot be made just as simple by a series of well-directed questions. Our experience is that when the children do not see their way it is because they do not know the meaning of the terms used, or else they are not yet mature enough to follow the chain in the reasoning. They get lost. When the latter is the case the problem is too difficult and should be dropped for something not so complex.

—*Public School Journal.*

Fractions.

ONE MONTH.

Whether fractions become a terror and a stumbling block to pupils depends on the teacher. The *thinking* and the mental *doing* of fractions is not difficult, that is, the intellectual part and the physical part are easy enough, but the representation of fractions, the language of fractions, often confuses. Let the teacher leave the book alone for a while; let him teach (a) thinking in fractions, then (b) representing this thinking.

PRELIMINARY STEPS.

1. With a pair of compasses and scissors cut out circles of paper three inches in diameter and have them in the hands of the pupils. Let them show what a *half* is, and what represents it on the blackboard.— $\frac{1}{2}$, etc.

2. Let them show that $\frac{1}{2}=\frac{2}{4}$; $\frac{1}{3}=\frac{3}{9}$, etc. Let them make a table of equivalent fractions. Let each pupil have a copy of this table on a card.

3. Then reverse; let them show that $\frac{1}{2}=\frac{3}{6}$, etc.

Give a hundred examples.

4. Let them put the $\frac{1}{4}$ in one circle with the $\frac{1}{2}$ of another $\frac{1}{4}$. This is an "over unit" fraction. Let them show it is equal to $1\frac{1}{4}$. Give many examples.

5. Reverse the above. Give $1\frac{1}{2}$, $1\frac{1}{3}$, etc., and ask for the "over unit form."

ADDITION AND SUBTRACTION.

1. The teacher states a problem: "John has $\frac{1}{2}$ of an apple and Henry has $\frac{1}{3}$ of an apple, how much have both?" The pupils take $\frac{1}{2}$ of a circle and $\frac{1}{3}$ of a circle and find (by the table) the equivalent fractions; they are $\frac{3}{6}$ and $\frac{2}{6}$, the sum is $\frac{5}{6}$. 100 examples follow until the mechanical work is easy. Each is put on the blackboard.

2. The teacher states a problem: "John has $\frac{1}{2}$ of an apple and gives Henry $\frac{1}{3}$ of an apple. How much has he left?" The table shows that $\frac{1}{2}=\frac{3}{6}$; $\frac{1}{3}=\frac{2}{6}$; subtracting, $\frac{1}{6}$ is left. It is done with the paper circles also; 100 examples follow; each is solved on the blackboard. Addition and subtraction of fractions furnish no difficulty if the preliminary steps have been taken right; these preliminary steps should not be considered a part of fraction treatment.

MULTIPLICATION.

It is not necessary to talk about *multiplication* and give definitions, simply teach to *comprehend*.

1. The teacher states a problem: "John gave James, Henry, Peter each $\frac{1}{4}$ an orange, how much did he give away?" $\frac{1}{4} \times 3 = \frac{3}{4}$. He dictates 50 examples; each is solved on the blackboard.

2. John bought $3\frac{1}{2}$ yards of cloth at $3\frac{1}{2}$ cents a yard. What is the cost? Now the usual plan is to give a rule, "Reduce both to improper fractions then multiply numerators together for a new numerator, etc., etc." This is very bad teaching. Instead, the teacher says, "Well, I will give you another. The cost of 1 yard is 4 cents, what is the cost of $1\frac{1}{2}$? of 2? of $2\frac{1}{2}$? of 3? of $3\frac{1}{2}$? of 4? of 4?"

Then he says; "Now as to first example, 1 yard costs $3\frac{1}{2}$ cents what will $1\frac{1}{2}$ yds. cost? There are three steps; first find cost of 1 yard, that we know it is $3\frac{1}{2}$ cents; second find cost of $\frac{1}{2}$ yard, that is $\frac{1}{2}$; third add and we get $5\frac{1}{2}$." He gives 50 examples until the operation is understood.

3. John bought $4\frac{1}{2}$ yards of cloth at $5\frac{1}{2}$ cents a yard. Change the forms, and it reads, John bought $\frac{9}{2}$ yards of cloth at $\frac{11}{2}$ cents a yard. There are three steps: first find cost of $\frac{1}{2}$ yard, then of $\frac{1}{2}$ halves, then change form. Give 50 examples.

DIVISION.

It is not best to give definitions; teach to comprehend operations.

1. The teacher states problem: "I divided $\frac{1}{2}$ of an orange among two boys," $2\frac{1}{2}(\frac{1}{2})$. Easy? Of course.

Again, "I divided $\frac{1}{2}$ of an orange among five boys." You don't see how to do that? You forget that $\frac{1}{2}=\frac{5}{10}=1\frac{1}{2}=\frac{1}{2}=\frac{1}{2}$. Ah, you must learn to see fractions in these other forms. Now I will give the problem again. I divided $\frac{1}{2}$ of an orange among 5 boys, how much will each get? Now it is easy; you say, $4\frac{1}{2}(\frac{1}{5})$. Remember this rule. When you cannot do a thing one way try another; be ingenious.

The pupil can now do a good deal intelligently in fractions; he needs practice. See that the problems are rightly graded. It will be easy to balk him. Let him work at addition, subtraction, multiplication, and division; give 25 problems a day like $1\frac{1}{2}+2\frac{1}{2}=$, $(\frac{1}{2}+\frac{1}{2}) \times 4 =$, etc.

SECOND STAGE.

1. The use of the word "of" which comes much into use in fractions must be made plain; the ordinary rule is, "Substitute the sign of multiplication and proceed to multiply." This is a bad rule, for "of" means division, and the boy gets confused. "I want $\frac{1}{2}$ of $\frac{1}{2}$;" this means divide $\frac{1}{2}$ into two parts. Show the pupil that $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$. In a similar way $\frac{1}{2}$ of $\frac{1}{2}$; $\frac{1}{2}$ of $\frac{1}{2}$, etc. Questions. "What do I mean when I say $\frac{1}{2}$ of $\frac{1}{2}$?" "I mean $\frac{1}{2}$ divided by 3, etc. Don't leave this until it is clear.

2. There are two types of problems that give trouble. The first is, (a) John buys $\frac{1}{2}$ of a yard of cloth at $\frac{1}{2}$ of a dollar a yard; what is the cost? I have the cost of a yard, I want the cost of $\frac{1}{2}$ a yard. I must divide the cost of a yard by 2, $2\frac{1}{2}(\frac{1}{2})$. (b) John buys $\frac{1}{2}$ of a yard of cloth at $\frac{1}{2}$ of a dollar a yard. What is the cost? The pupil says I have the cost of a yard and want the cost of $\frac{1}{2}$ of a yard. There are two steps; first find the cost of $\frac{1}{2}$ of a yard, then of $\frac{1}{2}$ of a yard. There are two steps; first find the cost of $\frac{1}{2}$ of a yard, then of $\frac{1}{2}$ of a yard. There are two steps; first find the cost of $\frac{1}{2}$ of a yard, then of $\frac{1}{2}$ of a yard. Three fourths will cost three times as much $\frac{3}{4} \times 3 = \frac{9}{4}$. Give 100 examples of a similar kind.

(It will be well to bring in a yard of paper an inch wide and say: This cloth costs $\frac{1}{2}$ of a dollar a yard; what will $\frac{1}{2}$ of a yard cost? Represent $\frac{1}{2}$ of a dollar on a circle divided into 8 parts. Divide the cloth into 4 parts and divide each of the $\frac{1}{2}$ of the circle into four parts ($\frac{1}{16}$). One piece of the cloth is worth $\frac{1}{16}$ of these, or $\frac{1}{8}$; three parts will be worth $\frac{3}{16}$.)

3. The other type problem that presents difficulty is of this shape. John gives $\frac{1}{2}$ of a dollar for $\frac{1}{2}$ of a yard of cloth, what is the cost of a yard?

I have the cost of $\frac{1}{2}$ to find the cost of $\frac{1}{2}$. There are two steps first find the cost of $\frac{1}{2}$, then of $\frac{1}{2}$. To find the cost of $\frac{1}{2}$ I divide the whole cost by 3. $3\frac{1}{2}(\frac{1}{2})$ —this is the cost of $\frac{1}{2}$; $\frac{1}{2}$ or a whole yard will cost 5 times $\frac{1}{2} \times 5 = \frac{5}{2}$. Give 100 examples.

CAUTIONS.

1. Do not say multiplying the numerator increases the frac-

tion, and multiplying the denominator decreases it, etc. It is unnecessary and confuses—especially it confuses. Let the pupil learn fractions through his fingers and his thinking, not through his memory.

2. Do not confound the preliminary steps, with the four rules. This is often done. The changing of forms is mechanical; the four rules demand thinking.

3. Teach the four operations and then when your pupils feel strong on these take up the two hard cases. These are merely "two step" examples.

4. Fractions are taught by developing brain power; the one who does it by rules is making parrots of his pupils.

5. Teach them to "see through" examples. Thus, "John buys $\frac{1}{2}$ of a yard of cloth at $1\frac{1}{2}$ dollar a yard, what is the cost?" "Change form and read again," says the teacher. "John buys $\frac{1}{2}$ of a yard of cloth at $\frac{3}{2}$ of a dollar a yard." "Go on." "The cost of $\frac{1}{2}$ is given to find cost of $\frac{1}{2}$. "Right." "There are two steps; first find cost of $\frac{1}{2}$, then of $\frac{1}{2}$." "Right, next boy, first step." " $\frac{1}{2}$ will cost $\frac{1}{2} \times \frac{3}{2} = \frac{3}{4}$." "Right; next boy, second step;" " $\frac{3}{4}$ will cost $5 \times \frac{3}{4} = \frac{15}{4}$." "Put it on the blackboard."

In the 20 school days there should be 1,000 problems solved or more.

1. In changing forms	500
2. " addition	100
3. " subtraction	100
4. " multiplication	100
5. " division	100
6. " second stages	100

This is not all that may be said about fractions, but for the first time over it is enough.

Let the teacher aim to teach fractions to an ordinary class in one month.

Physical Education. III.

By E. B. SCARBOROUGH.
THE SHOULDER.

To the Pupils.—Since our last talk you have doubtless observed more the carriage of people on the street, and you cannot have failed to notice how important a part the shoulders play in making or unmaking a good figure. The manner in which the shoulders are carried not only helps to make or mar a good form, but has very much to do with the person's health, as I shall show you.

The shoulder is the most movable of any joint in the body. Only one of the three bones composing it has any bony attachment to the remainder of the skeleton. (Teacher should call a child before the class, and point out the scapula, clavicle, and humerus, and show where the clavicle articulates with the sternum—the only bony articulation of the shoulder.) Observe, as I move Johnnie's arm, how much the scapula moves. First, the border of it was here very near the backbone and now it is two inches away. The scapula is fastened to the skeleton by muscles and ligaments, and they allow it this freedom of motion. You see I can move Johnnie's arm up, down, forward, backward, around in a circle (circumduction), and around on its own axis (rotation).

Because the shoulder joint is so movable is one reason why it so frequently gets out of place. We have but to look around us to see how common round shoulders are. And did you know that there are few people who do not have uneven shoulders, carrying one higher than the other? Tailors and dressmakers notice these defects.

If you carry your books to and from school always in the same hand, you will tend to make one shoulder higher than the other. The next time you see a man carrying a pail of water, notice how he tips his body over to the side opposite the weight. He does this to preserve the balance, but in so doing he brings up the shoulder on the side of the weight and allows the other one to fall down.

If one of your shoulders is higher than the other, carry your books on the side of the low shoulder, letting them hang in the book-strap as a man carries the pail of water.

Right-handed people almost always have a low right shoulder, owing to the greater development of the muscles under the right arm, which tend to pull that shoulder down. There is no reason why we should not use our two hands more nearly alike than we do and thus help to avoid this one-sidedness.

But, children, I want to impress upon your minds that the most common cause of all the shoulder defects is *bad posture*. Habit—our best friend and worst enemy—has so much to do with it! It is so easy to get into lazy habits, especially if our muscles are weak and flabby and do not hold our shoulders well.

We will have some exercises to strengthen our shoulder muscles, but do not think that ten minutes a day will do anything whatever for you, if, during the remainder of the day, you allow

yourself to sit or stand in a bad position. Insist upon a good posture at all times and when you cannot maintain it any longer go and lie down. The muscles will finally become strong if you persevere and there will not be the need of exerting so much effort as now.

It is with the shoulders as it was with the head. The worst results of faulty posture is not that of marring the beauty, but of seriously affecting the health.

If the shoulders are depressed, as in the case of round or sloping shoulders, the chest capacity is lessened. The head usually goes forward with the stoop of the shoulders and the sternum sinks in, making matters worse still.

This state of things interferes with the breathing and circulation of the blood and we have cold feet, headache, poor digestion, and less ability to withstand disease.

It is at the upper part of the lungs where consumption begins, (teacher point out the apex of the lung), and, if the shoulders are allowed to cramp this part, it becomes in just the condition to invite the bacilli that cause this disease.

Do you know who Delsarte was? Some one tell me. He said that the shoulders were "the thermometer of the feelings." I suppose that is because we can say so much by just a shrug of the shoulders.

To teacher.—Primary treatment is forcing back, elevating, depressing, and rolling the shoulders. Sloping shoulders or "bottle neck" is due to an undeveloped state of the muscles above the shoulders. It may be remedied by shrugging combined with head exercises. The same treatment will benefit uneven shoulders if used only on the low side. Also in uneven shoulders thrust up the arm on low side and the other down.

For round shoulders lift arms rigid at sides, front and up. Also circle the arms at the sides so that there will be a grinding feeling at the scapulae.

An exercise which can be taken at the desks is that of grasping the edge of the desk and pushing. Another is forcing the shoulders back, touching the scapulae.

The general theory of treatment for the shoulders is getting the shoulders up and back into their normal position. All shoulder exercises should aim at this result. A teacher must have never-ending patience in reminding again and again those who are forming bad habits.

Physical Training.

By WILL TOWNSEND.

Aims.—To develop the muscles and bring them into harmony with the will, etc.

When beginning a new set of exercises, a story illustrative of the principles involved will awaken the interest, sympathy, or enthusiasm of the children and bring their minds into the desired attitude.

A moment consumed in teaching a moral truth is not lost. The spiritual stimulates the physical nature, just as animal spirits tend to brighten the intellect. *The energizing spirit reaches farther than the energizing exercises.*

Allied topics that may properly be presented in connection with the following exercises are respect for labor as one of the greatest blessings (with energizing exercises), and economy (with relaxing exercises).

1. Open and close hands. (For directions see former papers, SCHOOL JOURNAL.)

2. Left hand open, palm upward. Hold the palm with fingers of the right hand, right thumb in palm of left hand. Shake rapidly with the right hand to de-vitalize fingers of left hand. Same for fingers of right hand.

3. Hands closed resting on chest near shoulders. Extend arms horizontally, throwing hands open. Back to position. Upward from shoulder, down to position. Downward, back to position. Exercise No. 3 is more or less familiar to teachers. It is given in this series merely to call attention to the fact that in order to derive the full benefit from such movements, the muscles should be contracted quickly and relaxed comparatively slowly. If the two movements are even, it is often the case that the muscles are not entirely relaxed before they are again contracted by the counter movement.

4. Raise arms over head, hands closed. Bring arms to horizontal position in front with more or less force (gauge by condition of muscles and amount of practice), torso to remain erect. Rest. Allow hands to fall at the side de-vitalized. Back to first position.

5. (Hammer exercise). Left arm extended in front, hand closed. Right arm raised, hand closed at back of neck. Bring right hand over head down upon left hand. At the moment of contact allow left arm to fall de-vitalized, right arm remaining stationary. The two hands should make one continuous motion downward. Bring both hands back to position, one motion.

Same exercise, substituting right hand for left and *vice versa*.

6. Left foot forward, advance left hip and shift weight of body

on left leg, movements as in No. 5, while in this position. Same for right hip and right foot.

7. (Sawing or sweeping exercise.) Feet at an angle of 90°, torso erect. Left foot forward, arms hanging toward the right. Swing arms to the left, gradually closing hands and throwing weight of body on the left leg. Swing arms to the right, relaxing hands and transferring weight of body to right leg, the hip leading the torso in all such movements.

Right foot forward, reverse movement, etc.

8. Hands closed on chest near shoulders. Move elbows outward, backward, upward, while taking a deep inspiration. Elbows to position with expiration.

9. (Windmill exercise.) Body erect, swing right arm circularly in socket. Do for the left arm; do for both arms. The lungs should be inflated, arms semi-devitalized. Repeat three times only for the first week.

10. Take a deep inspiration and pull imaginary weights upward, inward, etc. (See former paper, THE SCHOOL JOURNAL.)

11. Arms high over head, hands closed, pull an imaginary weight downward (using as much force as desired after exercise has been correctly learned), at same time inflate lungs and rise on toes. Rest an instant on toes, hands on chest. Bring feet down to position, expel breath from lungs and let hands fall de-vitalized.

12. Feet separated by twice their own length. Bend torso forward at the hips. Take a continuous, deep inspiration while lifting an imaginary weight from the floor, as high as the right shoulder, gradually transferring weight of body to right hip. Hands fall de-vitalized while body assumes position.

13. (Bow and arrow exercise.) Left foot forward, weight of body on left leg. Extend left arm curved like a bow. Close hands, with right hand at middle of left fore-arm, eyes fixed on some distant object toward the left. Draw imaginary bow with energy, inflating the lungs at the same time.

14. Lift right leg, allowing right foot to hang as if lifeless. (Before teaching this exercise, ask your pupils to notice how a horse lifts and puts down its fore-feet). It is the momentary de-vitalizing of the feet that gives elasticity to the walk.

Each side of the body should be trained alike unless special defects demand extra attention to any part. No exercise is to be practiced more than ten successive times the first week, the number to be increased as may be deemed advisable. The word of command is of great assistance in arousing and educating the child's power of attention.

A Course in Nature Study.

(Pursued in the Schools of Massachusetts.)

FIFTH YEAR.

Animals.—Group birds: bills, legs, toes and claws; special habits; reading of foreign birds of similar orders; frogs, turtles and fishes; compare the coverings, movements, ways of getting food and eating, breathing, special senses, habits; watch development of frogs' eggs in spring.

Plants.—Begin the study of typical fruit, shade, and evergreen trees; their parts in order, qualities, adaptation to the tree, and uses. Also typical wild plants, *e.g.*, buttercup, clover, Solomon's seal, and violets (spring); plants belonging to the mustard, mint, and pink families (fall). Trees and plants of the different zones, adaptation to the climate; supplement by pictures.

Minerals.—Continue the study of metals, forms of coal, iron and limestone, with qualities which make them useful; simple facts of geographical distribution, pictures of mines; forms of water, evaporation, condensation, freezing and the effects of each; pupils keep a simple weather chart on the board.

Language and Suggestions.—Drill on good oral description of the facts observed and thoughts derived; written descriptions according to a series of questions; reading about birds; sketching bills and toes of birds; trees and their parts in connection with the written work. Drawing serrate margin and lobed leaves. Collect specimens of coal, iron, limestone, metals, wood and other parts of trees, mounted on cardboard, encouraging the bringing of any foreign woods and minerals for the school collection.

SIXTH YEAR.

Animals.—More careful study of insects; common names; homes; adaptation of covering; wings and legs; mouth parts; groups of useful and injurious insects; development of insects; observation of earthworms and their work in the soil.

Plants.—Continue the study of trees and wild flowers; geographical distribution of useful trees; parts of plants useful for food, *e.g.*, grains, nuts, stems, roots; foreign products; collect, distinguish useful qualities, means of distribution; parts useful for fiber—cotton, flax, hemp, wood.

Minerals, etc.—Observation of any rock ledges in town, boulders, formation of pebbles and sand, with their uses; locate ledges and gravel hills on a map of the town; observe the effect on the rivers, railroads, industries; make local collections.

Observation of the sun, its daily path during the year; vary-

ing form and position of the moon; locate and name prominent star groups, and note any change in position from night to night.

Simple experimental lessons on heat, expansion and contraction of bodies, with practical applications; changes in state of matter and the applications; use of thermometer.

Language.—Continue oral drill; written descriptions according to an outline of topics; pictures and reading on the habits of insects, foreign trees; myths associated with star groups, to supplement observation and furnish reproduction work. Sketch insects, trees and their parts, star groups, soil sections and apparatus used. Drawing compound leaves and flowers.

SEVENTH YEAR.

Animals.—Observation of typical animal life of the sea; *e.g.*, lobster and crab, oyster, clam and snail shells, coral and sponge; study parts as illustrating a type of animal; adaptation of parts; use to man; geographical distribution.

Plants.—Study of plant products; properties and uses of starch, oils, gums and resins, spices, useful woods. Simple study of the lower forms of plant life, comparing with the higher forms; their function in nature. If previous work has not been done, study trees, as indicated in the sixth year.

Minerals.—More careful study of the formation of soils from rocks; effect of heat on metals and other substances; good and poor conductors; radiation of heat; heating liquids by boiling; motion of water and air due to heat; practical application of the experiments; effect of heat on marble or limestone in forming lime, and its uses; note on map; geographical distribution of coal, iron, and limestone.

Language.—Oral and written description, as before; use books of reference to supplement observation; sketch shells and other animal forms, apparatus, outline maps; drawing sprays; collect shells, corals, sponges, plant products, metal and mineral products.

EIGHTH AND NINTH YEARS.

Animals and Plants.—Review animal or plant lessons; plans of typical structure in animals; prominent marks of mammals, birds, reptiles, fishes, insects; collect animal products, *e.g.*, wool, leather, fur, feathers, ivory, wax, glue; qualities which make them useful; processes of manufacture; essential parts of plants; processes of growth; study specimens of prominent families of plants; drawings of whole plants. Topical outlines.

Physical and Chemical Forces.—Action of cohesion and adhesion on common substances; explaining states of matter; properties of matter, such as hardness, brittleness, elasticity, etc.; practical uses; gravity, and its application in weight; support of bodies; balances; simple machines; pressure of water and air; pumps and barometer; heat and its effects; thermometer, steam-engine, etc.; simple lessons on combustion; chemistry of foods, of cleansing, of pure and impure air, of acids on minerals and metals; simple facts of magnetism, electricity, light, and sound.

Out-of-Door Science.

A VISIT TO A NEW JERSEY MINE.

By MINER H. PADDOCK.

There was a merry party of the Jersey City high school pupils waiting in the spacious hall of the depot; soon we were gliding over the Hackensack meadows; over meadows, over hills, through cuts, past Paterson, through hamlet, village, city, and farm.

After two hours and a half of northwestward speeding and climbing we reach the crest of the divide at Ogdensburg, and look across a valley to Franklin Furnace nestling on the opposite side. Six miles around the horse-shoe to advance one mile straight, descending by gravity, bring us to the Furnace. Alighting, the depot is immediately appropriated. On its walls in the freight-room are the records of the former visits. The sight of J. C. H. S., 1888, 1890, 1891, fires their hearts and with

"Rah, Rah, Ra-Ra-Rah!
Jersey City high school, Ha-Ha-Hah!"

the paint brush once more does duty and numerously mentions the classes of '93 and '94. Next the lunch baskets are materially lightened. Then grouped on the little plateau, the camera gathers them in while it paints a picture of the river, the valley, and the Mine Hill beyond. A merry ramble down the road, across the bridge, around the curve, and we are at the entrance of the mine. Here we stoop down and walk on the ties of the track; in the growing darkness we proceed with some difficulty, often the foot finds a watery resting place.

At last after what seems quite a toil we reach an open place once filled with ore to the surface above. Here we place our camera for a picture.

On the right, on the left, walls of crystalline magnesian limestone; underneath, zinc ore to unknown depths. In the distance is another well and a kind of end wall to this unroofed chamber; this wall is a trap like 23 feet thick and also of unknown depth,

Through this is seen an opening, cut to admit to ore on the other side.

Lighting our candles we descend through this gateway to the cavern below. Down, down the steep decline until at last the bottom is reached.

Here in the darkness by the dim light of their candles we find miners digging out ore. What a vast amphitheater they have constructed.

Zinc ore forms the roof, zinc ore the ends, zinc ore the floor, and still the limit is not reached. There are galleries leading off at different heights, and now from the distance comes the thunder of exploding dynamite. Nature has been here and wrought wonderfully and left this crystallized zincite, red with oxide of manganese; the black franklinite, a curious mixture of iron, zinc, and manganese; the green willemite and brown troostite and pink rhodonite, strange unions of zinc and silica or of manganese and silica. See these forms, sometimes in greenish transparent masses, rivaling precious stones in beauty and value, in brilliant translucent red folia, and in brown hexagonal or in black octahedral crystals.

"What an enormous fissure a pupil says was this which these minerals were poured into." "Yes, and close by, within a few hundred feet of us are also buried vast beds of iron ore." "Yes, and the trap walls show that was forced into the fissures too." In reply to an inquiry it was said :

"Heat and pressure were the agencies that brought about the union of the elements forming the ore and that drove the mixture from below into the enormous, expanding fissure, there to crystallize."

Whence came the zinc? This must have come from still lower depths. Perhaps it reduced some of the surrounding ores to get its oxygen and with melted quartz formed its silicate.

"Where are the rocks that caused the immense pressure, kept down the heat, and furnished the covering beneath which this great work was accomplished?"

There were lofty peaks here, but the rain, the frost, and ice have done the work of removal. The great covering has been taken away by immense physical forces and to-day we stand in the "basal wreck" at the bottom of the mountain underneath which was generated the heat that crystallized the surrounding sedimentary rock into granite and gneiss, crystallized the limestone, injected the ore, and then intruded the molten trap rock across the older ore.

A few pictures in the camera, a few specimens picked up and placed in the satchels, and we were on our return journey.

Geography By Doing. III.

By WALTER J. KENYON.

NINTH LESSON.

Characteristics of a Basin.—The intention is not to enter into detailed study of any certain river basin at this time; but to refer to those named, in a cursory way, to illustrate typical phases, in the upbuilding of a concept of a type basin.

In these lessons, the pupil should have his geography open before him, he having by this time learned to look through and beyond the map. A wall map, structural, is also a help.

Mold a river basin roughly—the Mississippi is a good one for the purpose—and question with reference to water partings and slopes.

Looking down the river course. Which is the left slope of the basin? The right? What limits the left slope at the bottom? A line in the river bed; the *low-line*. What limits it at the top? The water parting. Compare the two slopes in their length (from top to bottom); the proportion of water supply each contributes (evidenced by tributaries); and the characteristics of each slope. For instance, in the Mississippi, the left slope has much less altitude, culminating in the Appalachian divide; its principal streams, the Ohio, Cumberland, and Tennessee, are much inferior in combined volume to the rivers of the right slope.

Why doesn't the Illinois river, tributary of the Mississippi, flow into Lake Michigan instead? Pupils reason it out. Compare the water parting in this locality with that back of the Missouri head waters. Altitudes? Surface characteristics? How many water partings has a river basin? Where is the highest part of this one? The lowest? How much of any basin is surrounded by the water parting? How is the water parting formed? By the meeting of two slopes at their upper edges. What is formed by slopes meeting at their lower edges? The low line. In any basin, where is this low line to be found? In the river bed.

Lead pupils to discover that the water parting does not necessarily pass over the highest peaks. (See Fig. VI.*)

How does it come that the right slope of this basin contributes so much more water than the left? What do the high mountain lands do for the river? Where do they get the water?

*The previous work has enabled the pupil to read these cross sections. Use them only on assurance of this.

Mold the Amazon basin.

Here is a river in South America, with the great highlands trending at right angles with the river. Compare it in this with the Mississippi. This is the Amazon, the largest river in the world. These great mountains at the back of the basin are the Andes. Many of the peaks are over 20,000 feet above the level of the sea. The general mass of the highland, the *plateau*, is as much as 15,000. Notice on your maps how they seem to send all the water east into the Amazon. See if you can locate the Amazon water parting in the Andes. How is it that the eastern slope gets so much of the rain, the western so little?

Lead pupils to infer, from this, the character of the western slope. Tell them of the seasonal torrents and of the Desert of Atacama.

How many of the Amazon's big tributaries are fed by the Andes? What other mountain countries give their waters to this basin? Judging from the map, how would you describe the central part of the Amazon basin?

Read briefly, or tell about the forest plains, the *selvas*, of the Amazon. Not all of the plain is selva. Much is treeless, rainless waste, uninhabitable.

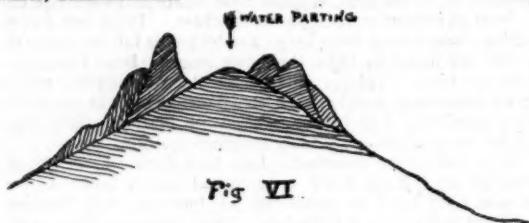


Fig. VI.

TENTH LESSON.

Characteristics Continued.—We have talked of the right and left slope of a basin. Has it another slope? Are the source and mouth at the same level? The third slope is the *course slope*.

Turn to the Amazon basin again. Where is this course slope the steepest? Notice the tremendous fall of the Andes mountains, sixteen to twenty thousand feet. Right under their shadows, almost, the Amazon plain begins, with an altitude of less than six hundred feet.

Pupils draw a cross section from source to mouth, with sea level as a base line. Also draw a similar cross section of the Mississippi, showing the different character of the course slope. Pupils suggest alterations in each other's work (the blackboard drawings).

ELEVENTH LESSON.

Mouths and Sources.—On the map of South America compare the mouth of the Amazon with that of the La Plata. What difference? Marajo island gives the Amazon an *island mouth*. La Plata has an *estuary*. A river may have still another kind of mouth. See the Orinoco. Here is a *delta*: the lowland traversed by the several bifurcations. See its shape, like what? A tri-

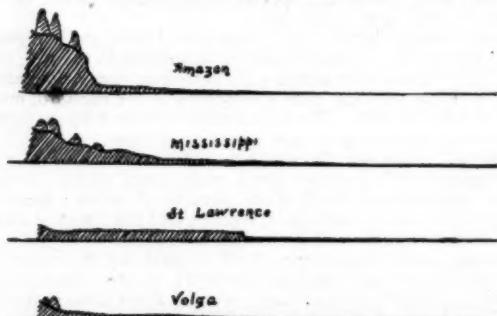


Fig. VII. Type course slopes.

angle. The Greek *D* is called *Delta* and is made this way:

A pupil will step to the sand table and roughly mold a basin, showing a delta mouth. Another, modify it to an island mouth. Another, to an estuary mouth.

Turn to the map of North America. Who can find a river with a delta? An island mouth? An estuary?

How many kinds of sources may a river have? (a) spring; (b) lake; (c) glacier. Tell them something about glaciers and eternal snow peaks. How does the glacier become the river source? Show pictures of glaciers.

TWELFTH LESSON.

Erosion.—The complementary processes, *upheaval* and *erosion*, comprise the conditions for earth life.

Wherever streams flow over the land; wherever frost rives the mountain fronts; wherever the sea waves surge against coast cliffs, there erosion progresses. It loads the rivers with ground

up mountain stuffs that are later spread in fertile fields. It disintegrates the crags, and of their fallen substance, builds gardens where the sea once flowed.

In the presence of the class, fill a glass jar with water. Cast in a handful of mixed soils—sand, gravel, loam, mold. Stir violently. See the muddy water. Lead class to see that moving water holds its silt in suspension. Look at the jar next day. The soil has settled in strata, the water is clear. Elicit that still water deposits its silt.

Show the class a brickbat, brought from the seashore where the waves have long been eroding it to almost an egg shape. They know how sharp it was at first. Show a worn scrap of glass bottle, found amid similar conditions. You may find also pebbles of stratified composition. The softer stratum will be more deeply worn than the harder layers. Break a stone. See how sharp the edges are. How is it that no sharp-edged pebbles can be found along shore? Bring to bear all such evidence procurable and let the pupil discover for himself the fact of erosion. In this connection a geographical collection should be made by the class. It should comprise the eroded specimens alluded to, and others; all procurable specimens of soil; specimens of very soft and very hard rock. Fossils and other relative specimens may be added.

An interesting computation was made by a grammar school pupil. At the lakeside he counted how many ripples washed over the sands in one minute. Doubling this number he knew how many times a minute the sand grains were ground against each other. An acute ear bent low can hear this grinding going on among the pebbles. An excellent illustration of the patient, tremendous process, erosion.

An experiment: Wash a handful of pebbles perfectly clean. Put them in a glass jar of clean water. Pupils shake them a little every day. By and by the sediment becomes perceptible. Where did it come from? Nature is doing this on a gigantic scale, in every place and every age. Tell them the Mississippi river each year adds to its delta a volume of silt equal to one mile square and 268 feet deep. Besides this an immense quantity escapes to the ocean.

A chief problem in a rational study of geography is how to place data within the pupil's reach.

The ordinary school geography fails to do this, although the maps are of great use after the pupil has learned to read them. Where data are not reasonably within the pupil's reach, either by inference or research, the teacher must become as a book to him.

Skill in blackboard drawing is a great advantage in this or in any teaching. Most of us hold this as a bugbear. It need not be so. The effectiveness of such drawing lies not so much in its art merits as in the fact that you draw while you talk. The one form of expression re-enforces the other. A rough vertical line, drawn by a single stroke with the side of the chalk, becomes a beautiful tree if you're talking of trees at the time. Moreover, however crude one's beginnings may be, each repetition tends toward a fearless and skillful use of the chalk.

REFERENCE BOOKS.

Data.—“Countries of the World,” Brown, Vols. I. and II.; “Aspects of the Earth,” Shaler; “Lectures on Phys. Geog.” Houghton.

Method.—“How to Study Geography,” Parker, Crocker; “Child and Nature,” Frye.

How the Seeds are Scattered.

By K. AIMEE.

(A recitation for four children.)

I. By the wind or breezes.

II. By water.

III. In the hair of animals as in the wool of the sheep.

IV. A little talk about maple seeds.

(This recitation should be learned to sum up a series of four talks on the above subject.)

HOW THE SEEDS FOUND THEIR HOMES.

I.

It was on a summer's day
To this place I found my way;
Seeing that I had no fear
The breezes took me far and near.

II.

A dear little stream loudly humming a song
Began to flow—I floated along.
Before I could say, would I stay, would I go?
It stopped in its flight saying, “Here you may grow.”

III.

In the wool of the sheep I found a nice bed;

So I said, “Mrs. Sheep, just wander ahead,
For I know when you're sleepy and tired of play,
You'll find a good place where you surely will stay.
Then from my little bed I'll look around,
And spying a suitable place in the ground
Will leave you—and quickly and firmly take root
So as to bring forth some worthy good fruit.”

IV.

Like the dear little birds, we have for our flight
A wing on each side—the left and the right.
But now for a secret that all will soon know,
We “Maple Seeds” always in pairs do grow.
When we are tired, we look for a home,
O'er the glad earth no longer to roam.

V.

CHORUS.

We are the seeds, that in many a way
Are carried from homes, and elsewhere do stay;
But why should we care when all of us see
We can give pleasure wherever it be.

A Joke on a Joker.

A DIALOGUE.

(Two pupils personate Mark Twain and Artemus Ward. Ward must have a solemn and impressive manner, as though every word was of unusual importance. They sit at opposite sides of a table: Mark must act mystified and run his hands through his hair.)

Mark. I have thought a good deal about genius, Artemus, and don't get a very clear idea of the difference between that and talent.

Artemus. You don't, why I can make it perfectly clear to you. (*Very impressive*.) Now look at me and see how clear it is: Genius is a power of presenting those scintillating and evanescent qualities of the undying intellect that bloom in profusion amid all the rapidly shifting phantasmagoria that form an ebullition so profound in the historical disintegration, presented in the rhythmical undulation of national cataclysms and exhalations.

M. (*Looking vacantly at him*.) I don't get hold of that; my head is not clear at all this morning; I didn't sleep as well as usual. I know it's all right, but my head is thick.

A. (*Gazing, with a shade of impatience on his face, mingled with astonishment and compassion, heaving a sigh*.) Well, perhaps I was not sufficiently explicit. What I wished to say was simply that genius is a sort of illuminating quality of the mind inherent in those of constitutionally inflammable natures and whose conceptions are not of that ambiguous and disputable kind which may be said—

M. Hold on, Artemus. It is useless for you to repeat your definition, something has gone to my head. Tell it to me some other time, or, better still, write it down for me and I'll study it at my leisure.

A. Good; I'll give it to you to-morrow in black and white. I have been much misunderstood in this matter and it is important that I should set myself right. You see that to the eye of a person of a warm and inflammable nature and in whose self-luminous mind ideas arise that are by no means confined to the material which conception furnishes, but may be—

M. For heaven's sake! If you go at that again you'll drive me mad! My head is as thick as a brick, I don't know a word of what you are saying; write it down and I will be able to get hold of it.

A. All right; it is as easy as can be and won't take five lines. You see there are ideas that scintillate, evanescent though they be, and when the conceptions arise in the anthropological portions of the cerebellistic spheres—

M. There you go again. I tell you I can't make head nor tail of what you are saying. I do believe my brain is solidified. Don't some people have hardening of the brain? You know they have softening of the brain.

A. Only in whiskey drinking. You are all right, you have already got partly hold of the distinction between talent and genius. It is a little hard, I admit, but when you pass beyond the scintillating exuberance of the multifarious exhalations that may pass in rhythmical undulations along—

M. Stop, I shall go crazy, I have got a glimpse of what you mean, but a mere glimpse, I have been afraid for some time that my head would give way and now I know it will. I am going to join the temperance society. Don't say another word, I'll—I'll do something desperate—Stop Artemus, stop.

A. Ha! ha! ha! I didn't know I could mystify you so easily.

M. (*Jumping up*.) You don't mean that you have been playing on me, and my brain fairly bursting to understand what you have said! I'll—(*Chases him, throws his hat at him, and both run out laughing*.)

Editorial Notes.

We have received a catalogue of the New York State Traveling Libraries, Nos. 1-10 issued by the University of the State of New York, each library being composed of a list of one hundred books. These books have been carefully selected from the best works in science, fiction, biography, history, poetry. Short notes give a general idea of the character of the books.

Institute work in Florida has greatly improved under the administration of Supt. W. N. Sheats. The result is that the attendance at institutes has increased, and a lively interest is taken in the work. In some counties every teacher attends regularly. There are two lecture corps in the field. Supt. Sheats personally supervises the work and co-operates with the institute conductors.

Last December Supt. A. McMillan resigned his superintendency of the Utica, N. Y., schools. He seemed then in perfect health, but he has been summoned by his Creator. Mr. Searle, of the Utica board of education, said, "the schools had become the hiding places of poor teachers." Supt. McMillan said Mr. Searle insisted on the appointment of poor teachers. This is the way poor teachers get in, then the superintendent is blamed. Who shall appoint the teachers? Who knows a good teacher when he sees him?

Supt. M. R. Winslow, of Appleton, Wis., writes: "The services of teachers who have been tested, and who have spent several years in fitting themselves to do the work in our schools, are of value to us, and there should be for these some stated and regular increase of salary. There does not seem to be, either on the part of students or of school boards, sufficient appreciation of the enhanced value which professional training gives a teacher." It seems to us that the adoption of Supt. Winslow's suggestion would greatly benefit the schools.

To get professional pay for professional men and women has always been one of the aims of *THE JOURNAL*. But we also believe that quacks should be excluded from the schools, even if the state should have to pay them a salary to keep them out.

The schools of Salem are not standing still. Recent improvement embraces several important lines. The high school has increased its force, and of its eight female teachers six are now college graduates and two have been liberally educated outside of colleges. The four male teachers are all collegiates. Salem employs more trained teachers than ever before, and methods are advancing. The first year the children now read six *First Readers* instead of one. They write sentences from the *First* instead of meaningless letters, and the thought method of teaching reading is employed. Supt. William A. Mowry expresses dislike for the slovenly slate, and the probabilities are that it will have to go before long.

For two years or more Salem's one kindergarten was conducted by the Woman's bureau. The Salem kindergarten association, recently organized, has taken up this work and enlarged it, so that now there are four large kindergartens well distributed over the city.

A good friend of teachers passed away when Thomas F. Donnelly died. His death occurred on Wednesday, October 11, in Brooklyn at his residence. He had been steadily failing from stomach difficulties for several months and knew it was only a question of time, but he looked forward bravely and cheerfully.

Mr. Donnelly was born in Ireland and came to this country in 1861, and though but fifteen years old, enlisted in the 156th N. Y. regiment, with which he served throughout the war, and held the rank of lieutenant when it was mustered out of service. At the close of the war he became connected with the house of A. S. Barnes & Co., rising to the position of general manager, and remained with it until its business was merged in the formation of the American Book Co., in whose employ he filled an equally arduous and responsible position.

Notwithstanding the exacting nature of his business duties, Mr. Donnelly found time to collect an extensive library of the best editions of the best authors. He was contributor to various newspapers and periodicals, writing mostly on bibliographical subjects. For twenty years he was a member of the Clason avenue Presbyterian church, and for over twelve years superintendent of the Sunday school connected with the Church of the Covenant.

Probably no man of his generation had a wider or pleasanter personal acquaintance with educational men, among whom in every state of the Union his loss will be felt as that of a dear friend.

He was a member of the Lincoln, the Field and Marine, and the Aldine clubs; U. S. Grant post, G. A. R.; Constellation Chapter, F. & A. M.; De Witt Clinton council, R. A.; Stella council, and American Legion of Honor. He leaves a widow, a son, and a daughter.



Prof. J. U. Barnard.

Prof. Barnard, who was recently elected to the chair of pedagogy in the University of Mississippi, was born in 1849. He is a graduate of the state normal school at Kirksville, Mo., which was then under the presidency of Dr. J. Baldwin, now professor of pedagogy in the University of Texas.

Immediately after graduation, in 1874, Mr. Barnard received a position in the Kirksville school. Here he taught for thirteen years. His specialty in the last few years of his service was the professional branches. In 1877, he accepted the chair of language and literature in the state normal school at Cape Girardeau, Mo. This he held until he resigned a few weeks ago to accept his present position. This make a continuous service of nineteen years in normal school work.

Prof. Barnard's success in the Cape Girardeau normal school attracted attention. He was invited to give his vacation months to institute work. He was engaged as conductor and lecturer on pedagogical subjects. Through his work in the normal schools and institutes, and through his contributions to educational papers, he became widely known as one of the leading normal school men.

Last summer Prof. Barnard was selected to take charge of the Peabody normal institute, held in the University building at Oxford, Miss. It was the first work of the kind ever attempted in that state. The state superintendent and others thought it possible that 150 teachers would enroll, but they made a mistake in their calculations. The teachers who came to attend literally took possession of every boarding-house in the town. The enrollment reached 466, and the enthusiasm awakened gave promise that Mississippi was ready to take up the systematic preparation of teachers. The work of Supt. Preston had prepared the way for an upward movement.

Last June the board of trustees of the University of Mississippi established a chair of pedagogy, making it of equal rank with other departments of the institution. They looked the field over for a man to fill the place, and on September 12 tendered the chair to Prof. Barnard. He accepted, and has entered upon the work. He has organized a good class, and is planning a course that is to be equal to that of the best pedagogical schools in the country.

It is believed that the establishment of the chair of pedagogy will result in great good to the university and to the educational interests of the state. The university authorities are willing to have the school move aggressively forward in the lines of educational progress. Prof. Barnard is known as an earnest advocate of modern educational ideas and is working hard to build his school on a solid pedagogical foundation.

X

Supt. R. A. Haight reports that there has not been a case of corporal punishment in the schools of Alton, Ill., in the past year.

The new gymnasium of Wesleyan university is expected to be ready for use by the first of June, 1894. The building will cost about \$60,000.

It seems that Mr. Gladstone has been engaged for some years upon rendering *Horace* into English verse. Let the boys be told that study is not wholly confined to young boys.

A little boy was asked to explain the meaning of the expression, "The king rent his clothes." He replied, "I suppose it just means that he hired 'em."

The American Education Society of the Congregational churches and the New West Education Mission under the care of the same churches, have arranged to unite in one organization to be called the Congregational Education Society.

The Hebrew institute of New York city is pluckily pushing forward. The class rooms and the kindergarten are always well filled. The Aguilar library is open all day till 9 in the evening. A change in the ownership of the institute has taken place, and its work is now conducted in a new way.

The Saturday courses for teachers at the Teachers' College, for the season of 1893-94 are in psychology, pedagogy, English, Latin, Greek, history, science, manual training, etc. They have been attended in past years by students residing at quite a distance. They extend from October 7 to March 17; from September 30 to June 3.

Professor David P. Todd, of Amherst college, has begun preliminary arrangements for an expedition to Japan in 1896 to view the next available total eclipse of the sun, which will come in August of that year. The party is to be a large one, and the apparatus very extensive, so as to embrace a scientific research in every department relating to the eclipse.

The question whether women should smoke tobacco is now discussed very earnestly in England. Mrs. Lynn Lynton—a correspondent of the *Sun*—who opposes the practice, contends, it seems, that smoking is only a manifestation of "the determination of modern woman to ignore the limitations, the apportionments, the conventional proprieties, as well as the elemental differences of sex."

The *Interior* expresses the hope that some student of sociology will answer the following questions: "How many horses have died upon the track, and how many lads been ruined at the pool-rooms? How many fractions of a second has 'the record' been lowered, and how many degrees has the character of American manhood been dropped? How much has the breed of horses been 'improved,' and how much the breed of men debased?"

As a general rule German university professors have very little regard for outward appearance. Many of them are shabbily dressed. The clothes that Professor Rudolph Virchow, rector of the University of Berlin, wears are sometimes such that no "old clo' man" would invest in. On one occasion he began the examination of a student by abruptly asking, "What color is my coat?" The student paused for a moment and then replied, "I judge that it was originally black. Now it seems to be of a bluish tint."

Professor Earl Barns, of Leland Stanford, Jr., university, has brought out much protest and ridicule from teachers and newspapers in California, by his efforts to collect data for his educational researches. He scattered circulars to parents all over the state, asking them whether their children told lies; if so, from what motive, and how often, etc. Professor Barns pays little attention to the attacks on what he considers an important investigation.

A year ago the schools of Pawtucket, R. I., introduced the Ling system of gymnastics. In his recent report to the school committee Supt. Gilman C. Fisher writes concerning it. "I am not sure that this is the best system, but I have not satisfied myself that there is a better, and have no wish to make a change. Like the Grube method of teaching number, it will, I believe, undergo in this country a process of Americanization that will greatly improve it."

Mrs. Cornelia Livingston Crary, the only surviving child of Robert Fulton, inventor of the steamboat, and grand-niece of Chancellor Livingston, died at her residence last week.

This shows how recent one of the great inventions of the age is; two generations ago no steamboats, no locomotives. The owner of 25 Clinton place (where THE SCHOOL JOURNAL was located for ten years) has been dead but a few years; he brought here from Europe, and ran the first locomotive.

The board of education selected John Demarest as principal of School No. 75. Com. Gerard would not vote for Mr. O'Brien for the place, because he lived in New Jersey! Is it not wonderful that a member of a board of education in a city of the greatness of New York can base his argument for the selection or rejection of man as principal or teacher on any other grounds than that of fitness! Well! Well! Well! There should be a by-law passed that "the best teachers shall be selected irrespective of their place of residence."

The Methodist ministers in Kansas City met and discussed the propriety of wearing moustaches. One minister who had cut his off, said he did it with regret for he felt the more of his face was covered the better looking he was. Others urged all young ministers to shave the alluring moustache. This reminds us of "a little story": "In a certain city out West the superintendent has an immense moustache; the teachers meet on Saturday and when he enters they say, 'Keep still, the moustache has come in.' Why do they do this?"

Barnard College has opened with a freshman class of thirty students. The entrance examination papers which are the same as those used at Columbia, and require certain preparation in Greek, have been very good. Though it holds a college charter, it has no president, and no degree. It furnishes to its pupils the Columbian university work in Latin, Greek, French, the Teutonic languages, Hebrew, mathematics, botany, chemistry, geology, and philosophy, and the girls in the retirement of their own classical abode do precisely the same work the boys in their class-rooms accomplish.

The first of the monthly meetings of the New York School-masters Club for the present school year, was held at the St. Denis hotel, Saturday evening, October 14. Rev. Wm. H. P. Faunce, of the Fifth avenue Baptist church, addressed the members, his topic being the importance of all educational forces working in harmony. Discussion followed the close of the address, participated in by Pres. Walter L. Hervey, Supt. Barringer, of Newark, and others. Resolutions were adopted eulogizing the life and educational work of the late Brother Azarias who was a member of the club.

In a school where the text-book reigned supreme the teacher gave the example: "A man starting on a journey purchases 20 loaves of bread; how long will they last him if he eats a loaf every day?" The teacher evidently forgot to give the man a sledge-hammer to break the bread on the twentieth day. Another example was: "For one dollar Mr. Carter will take three tons of coal from Boston to Roxbury (3 miles); how far will he take one ounce for the same price?" Neither the class nor the teacher showed any surprise when it was stated that Mr. Carter would drive 96,000 miles to earn one dollar.

The University of Pennsylvania has provided a four years' course of preparation for newspaper work. The studies for the first two years are largely elective. A maximum of English will be insisted upon, and the natural sciences and modern languages will be recommended. The junior and senior years will be devoted mainly to politics, history, finance, economics, and statistics. Professor Joseph F. Johnson who has charge of the course says, that the aim is not to graduate editors, but to give students a liberal education and training that shall be of service to them when they enter newspaper offices.

The need of abundant sunlight in the school-room has received new confirmation by the results of recent experiments made by two scientists. Dr. Thomas Geisler has found the germ of typhoid fever to be greatly affected and retarded in growth by light. Professor Marshall Ward has discovered that the anthrax bacillus, while it will withstand the greatest extremes of temperature, is killed by direct sunlight.

These facts tend to prove that the action of sunlight is a far more powerful agent in the purification of the atmosphere than has hitherto been recognized.

Rutgers college has begun its 128th year. The freshman class numbers seventy-two. The following changes have been made in the faculty. Dr. Thomas Logie, a graduate of Williams college, occupies the chair of associate professor of Romance languages, succeeding Dr. Louis Bevier, who will hereafter teach Greek. Dr. Jacob Cooper, former professor of Greek, will teach philosophy and logic. William S. Meyers, Rutgers, '89, who has since his graduation studied in Berlin and London, is a new teacher in the chemical department. W. L. Locher is a new instructor in French and German. L. R. Gibbs, of Wesleyan, is instructor and University Extension lecturer in English literature.

The *Religious Herald* finds that "the times are out of joint." It says: "Steal a chicken, and you are a thief; steal \$1,000 from your employer, and you are an embezzler; steal \$5,000 from the government, and you are a defaulter; rob your competitor on the Stock Exchange of \$10,000, and you are a financier; rob him of \$100,000 to \$500,000, and you are a wizard or a Napoleon of finance; wreck a railroad and gather it in, and you are a 'magistrate'; wreck a great railroad system, and you are a 'railroad king'; conduct a 'negotiation' by which a strong nation plunders a weak nation of thousands upon thousands of square miles of territory and makes the weak nation pay milliards of money indemnity for the wrong it has suffered, and you are a diplomat."

Collegians who are guilty of such outrageous deeds of hazing as those perpetrated at Princeton university, where seven sophomores violently assaulted the freshmen, ought to be sent to the penitentiary like other law-breakers. It is hoped that the prompt action of the faculty will have a wholesome effect. Three of the guilty sophomores are dismissed, one of them with a recommendation of severe punishment by the authorities outside of the college; two are suspended until January 16, one until March 1, one until Thanksgiving day, and one until Nov. 1. Some are inclined to regard the punishment as too severe. They are wrong. No sympathy should be wasted on individuals who differ from ordinary ruffians only in that they have enjoyed the advantages of the school-room. They should for that reason be all the more severely dealt with.

It is natural that the teachers of the country should be interested in the progress of the schools of Paterson, N. J. That city has been particularly favored, having had such men as DeGraff, Prof. Meleney, and Dr. Reinhart to direct its school affairs. At the first general meeting of school teachers recently held there, over 250 were present. Supt. Reinhart addressed them, choosing as his subject "The Improvement of Common School Instruction." He pointed out as evidences of the progress of the schools that instruction had become (1) more beneficent and humane, (2) more real and less formal, (3) more vital and enriching, (4) more rational and scientific, (5) interesting and more honorable. The great secret of improving the schools is the pedagogical advancement of the teachers.

Few state teachers' association meetings are so uniformly successful as those in Connecticut. A glance at the program of the 47th annual meeting to be held at New Britain, on October 20, explains why this is so. The Connecticut teachers give more time to practical work, than to talking and resolving. Only one hour is set apart for reports of committees, election of officers, etc. Two hours are given to the work of the different sections. The exercises at model schools form a most valuable feature of the meeting. Every department, including kindergartens, gymnasiums, manual training, cooking schools, etc., will be in operation. Pres. MacAlister, of Drexel institute, is expected to deliver an address on "The Real and the Ideal in Education." Joseph R. French is the president, F. A. Brackett, the corresponding secretary, and James F. Williams, the treasurer of the association.

Some time ago, a German scientific weekly proposed a riddle:—"Do water wheels run faster at night than in the daytime—and why?" Correspondence grew up round the subject, multiplied reasons, upset them, distorted them, restated them, and finally brought the question into so much prominence that it became engrailed into the columns of a French rival across the border. Then the process began again. At last some one asks:—"Why not look at a water wheel and see if it is true?" quoting from Flammariion the following tale:—"When Galileo's telescope first came into use a Jesuit father turned it reverently toward the sun about the hour of setting. To his amazement he discovered that the surface was blemished with spots, and announced the fact to his superior. In the morning the superior called him aside and said, "I have studied your observation all night, and am convinced that Aristotle was right in believing that the sun has no spots."

Dr. E. A. Sheldon, the venerable principal of the Oswego state normal and training school, was seventy years old on October 4. The faculty and students of the school surprised him with the present of a handsome gold-watch in remembrance of the day. Dr. Sheldon was deeply moved by the gift and the accompanying note which closed with the scripture words: "May thy days be long in the land which the Lord thy God giveth thee." He took from his pocket an old-fashioned time-piece that is familiar to all Oswegoers and said: "Fifty years ago my father gave me this watch. I have carried it ever since, but now I lay it aside." A member of the school writes: "All who are acquainted with Dr. Sheldon know the modest spirit with which he accepts any remembrance. After the exchange of watches, he dedicated anew the remaining years of his life to the work in this school. None of us will ever forget his words and the spirit in which they were spoken."

Too often the college girl feels out of touch socially, writes Anna Robertson Brown in the fourth paper of her admirable series of papers on "The Girl who goes to College" in the October *Ladies' Home Journal*. It is hard for her to find her exact place. Yet the college woman, of all others, should be a leading social power, since she ought to be able to add much to current life. There is also a vital responsibility involved, for a college girl not only returns, in some instances, to a home where social leadership is hers by right, but when she marries her husband is, in many cases, a man of distinct prominence and wide influence, and she should be adequate for the new position which she holds as his wife.

The social difficulties of college girls usually arise from one of two causes. In a few cases they do not care for society, and scorn it outright; others do care for it, but are so alarmingly earnest, and (from the ordinary point of view) so intimidatingly learned, that they are somewhat unmanageable socially; between them and the world at large there is an awkward constraint. The girls of the first sort are making a serious mistake personally. More than that, they are selfishly casting discredit on their training, and are making life hard for all other college girls. One unkempt, brusque, eccentric college graduate does more harm to her college than many of her delightful classmates together can do good.

Cornell university has recently celebrated its quadri-centennial. Dr. Depew delivered an oration concluding with the words: "Cornell rounds her first quarter century with a record of growth, maturity, and power unequalled in the history of colleges. Superb as is her youth, it is still only the promise of the splendors of her

maturity and the ripened and softened grandeur of her age."

President Schurman gave information regarding the growth of the university. The productive capital of the university has increased from \$735,000 in 1868 to \$6,100,000 in 1893, and the buildings, equipment, and grounds are worth about \$2,500,000 more. The income in 1892-3 was \$502,000. The library, which is housed in a splendid fireproof building, now has 150,000 bound volumes and 27,000 pamphlets, about 30,000 volumes having been received as gifts and 10,000 purchased during the last year.

Beginning in 1868 with twenty-six professors and instructors, the university now has over 150. In 1892-3 there were just 1,700 students, the increase over 1891-2 being 163. About 600 students from New York are receiving free tuition. Of special departments the most rapid growth has been in the College of Mechanical and Electrical Engineering, the Law School, and the Graduate School, though the number of students in arts and science has doubled in the last eight years.

The state of New York has never given the university a cent. It has now, however, granted \$50,000 for a new building for the College of Agriculture. Gov. Flower having recommended the centralization of all scientific work in agriculture at Cornell, which is the land grant college of the state. But the university as a whole trusts to private beneficence for its support. President Schurman said that a university as broad in its scope and as democratic in its spirit as Cornell needs a greatly enlarged income, and he made an appeal for doubling the endowment, and particularized the objects for which \$3,000,000 more are needed immediately.

Williams college celebrated its centenary October 8-10. *Harper's Weekly* writes: "From the time of its founder to that of the noble-hearted General Armstrong, the graduates of the college have been first and foremost in those fields which call for heroic faith, and recompense it with heroic toil. If the institution has lacked at times the material apparatus of the most advanced education, it has found compensation in the personal force of the teachers and in the strong individuality developed among its students. It has given to scholarship such men as Professor W. D. Whitney and Dr. G. Stanley Hall; to the science of political economy, David A. Wells and Arthur L. Perry; to sociology, John Bascom and S. W. Dike; to law and legal reform, David Dudley Field, Justice Field, of the United States supreme court, and a host of judges and lawyers of distinction; to letters it gave William Cullen Bryant, and of late years a number of its younger graduates are showing literary ability of a promising kind; in the pulpit it has had many and eloquent voices; to statesmanship it has made generous offerings, but none of its graduates in this field is so honored by the love of his country as President Garfield; to education it has given from the beginning great numbers of its most promising men, and such educational leaders as Dr. Hall, of Clark University, Chancellor Canfield, of the University of Nebraska, Dean Griffin, of the Johns Hopkins, and Dean Judson, of the University of Chicago who fairly represent its power of training teachers. To journalism it has given Mr. Alden, of *Harper's Magazine*; Mr. Scudder, of the *Atlantic Monthly*; Dr. Field, of the *Evangelist*; Dr. Stoddard, of the *Observer*. The guests of the college who take part in its centennial exercises will find many evidences of a prosperous and charming academic life at Williamstown; but they will not discover the sources of the influence of Williams college in its surroundings or in its buildings; those sources are hidden in its historic life, its historic men, and its loyalty to ideals, which have found constant illustration in the lives of its children."

Events of the Week.

If the pupils have watched the proceedings of the United States senate for the past week they may have been able to pick up some parliamentary points. The majority, after several all night sessions to tire out the opponents of the repeal of the silver purchase bill, are made painfully aware of the defectiveness of the rules. The question that arises is, Can the minority block all legislation? The struggle should be carefully watched.

A riot took place in Hamburg on account of the attempt of officers to enforce regulations for the prevention of the spread of cholera.—Another tornado swept over the Gulf of Mexico and the Atlantic coast, but the people were warned by the weather bureau in time to prepare for it, and thus escape the danger. On the Great lakes vessels went down and many lives were lost.

The Russian fleet was enthusiastically received by the French at Toulon. Emperor William did not seem to be much disturbed.—The *Vigilant* won the third and final race for the cup.—The Union Pacific railroad was placed in the hands of receivers.

The trouble at Rio Janeiro is not yet over. Admiral Mello has lately been bombarding the forts, though not the city. Representatives of foreign governments have threatened to interfere.

You will never realize the great benefit Hood's Sarsaparilla will do you till you give it a fair trial.

Correspondence.

Will you please give a good device for tardy scholars?

A TEACHER.

1. Make the opening exercises so interesting that all will want to be present.

2. Have something going on before nine that will interest all. Read aloud a fascinating story whose continuation all will be anxious to hear. *Begin* this story during school hours so as to catch the initial interest of those who would otherwise miss the first chapter and perhaps care little for the rest in consequence. Announce that, as school time is precious, you will continue the reading at a quarter before nine o'clock every morning.

3. By talks with pupils in class and with certain individuals in private, make the importance of punctuality felt. Go through all the educational papers you have at hand and glean all there is on this subject—stories of the punctual and the non-punctual; talks with pupils; maxims for exercises in penmanship and for black-board memory gems, etc. The newspaper will furnish useful material occasionally.

4. Appeal to the parents in some pleasant way. Personal calls are the best means of inducing a helpful disposition in the parents and a recognition on their part of their responsibility in such a matter as tardiness. Write pleasant little notes such as the following: "My dear Mrs. —: Johnny tells me that you take an interest in his progress at school. His weak point is tardiness. If you can help him to correct this fault you will assist him not only toward the better accomplishment of his school work, but toward the formation of a habit that it is most important he should acquire while quite young. Success in life depends very materially upon the habit of punctuality. But I need not impress this fact upon *you*. Let us help each other to impress it upon Johnny."

5. Give reward cards for punctuality, stating that "Johnny — has not been tardy for — days." You may have pupils who can print these cards for you, or exercise a gift for fine penwork upon them. Call on your pupils for all the help they are capable of rendering.

6. If you have been cross, try kindness. *Win* your pupils and you can do wonders with them.

What would you advise teaching as the source of the Mississippi river, since the authorities differ so much on this point? Shall we cling to the old L. Itasca, or choose between L. Glazier and Elk Lake, or go still beyond these and say that it rises in a little obscure, *unnamed* pond?

Also would you advise teaching the foreign pronunciation of geographical names, or would you anglicize them? And how harmonize different authorities on the pronunciation of such names when two or more geographies are used in the same school.

H. A. N.

The teacher in whose school two or three geographies are used is blest, for she has at immediate command the means of showing how little is known about a subject. When authorities differ, the pupil should be given the benefit of both or all, as the case may be—not taught that one speaks the Gospel, and kept in ignorance of others equally respectable. By the time the pupil has found it stated in text-books that the Mississippi rises in Lake Itasca, Lake Glazier, Elk Lake, and in an obscure, unnamed pond, he will begin to realize that there are boundaries to geography as an exact science. This is one of the facts that the child of the past was not permitted to suspect, more's the pity.

When pronunciations differ under different authorities, teach all, and either allow any or decide upon some one with the consent of the class. For some reasons uniformity is desirable, but it should be intelligently adopted; not enforced. It is usually in better taste (and safer) to anglicize foreign words than to attempt

their native pronunciation, of which one untrained in the foreign tongue must necessarily make a baulk. There is no rule, however, that will do for all cases. Ascertain the bulk of usage in each instance, and encourage your pupils to make research in the same direction.

I would be pleased to gain brief information regarding turning pupils back in mixed schools, mixed grades. More plainly, Is it necessary to review all the previous term's work?

G. A. S.

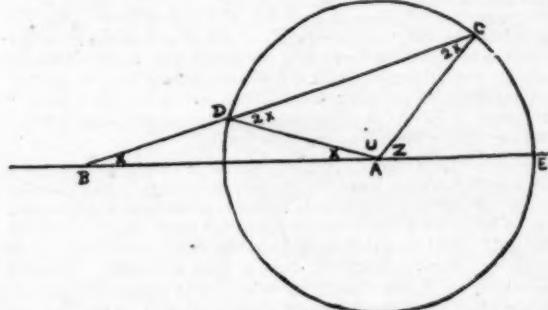
Review only what is necessary to the point in hand. If your new rule in arithmetic involves some old rule not recently applied, freshen up on that. If the history lesson teaches an event or involves a name connected with some long-turned page, turn back to that page. *Move onward*, keeping your pupils' feet constantly upon the known.

Acting Mint Director Preston has officially proclaimed a reduction in value of foreign silver coins, as follows:

Country.	Monetary unit	Value July 1, 1893.	Value Oct. 1, 1893.	
			Oct. 1, 1893.	Value
Bolivia	Boliviano	\$0.604	\$0.531	
Central Am. States	Peso	0.604	0.531	
China	Shanghai tael	0.892	0.764	
Colombia	Haikwan tael	0.994	0.874	
Ecuador	Peso	0.604	0.531	
India	Sucre	0.604	0.531	
Japan	Rupee	0.287	0.259	
Mexico	Yen	0.651	0.573	
Peru	Dollar	0.656	0.577	
Russia	Sol	0.604	0.531	
Tripoli	Ruble	0.483	0.425	
	Mehbub	0.545	0.479	

The teacher of mathematics in our normal school says the ancients could not trisect an angle, but that the moderns can, and hints that he is the one who has discovered the way and gives this:

Given the angle EAC to trisect. Describe circle; extend AE to E. Put a ruler on C, and let it touch the line DB at such a point that $BD = DA$, then x is $\frac{1}{3}$ of Z. For triangles BAD,



and DAC are isosceles; angle $2x$ being exterior is twice the interior and opposite angles; also $x + u + z = 2x + 2x + u$ hence $z = 3x$, so that $x = \frac{1}{3}$ of Z.

Will you state whether this is the kind of trisection of the angle the ancients asked for?

E. M.

Certainly not. This is a mechanical trisection, and of this particular angle; it is a "cut-and-try method;" you shift the ruler until it is in the right place. Suppose AD was 3.3+ inches long then DB would be 3.3+ inches long. Who can measure off just 3.3+ inches with a ruler?

Messrs D. C. HEATH & CO. beg to call the attention of teachers and school officials to a few of their recent educational publications. Among the latest of these Ricks' Natural History Object Lessons (Series I. Primary, 90 cents. Series II. Intermediate and Grammar, 90 cents.) is sure to prove valuable to every teacher. The books contain directions for giving a large variety of Object Lessons as well as several lessons fully worked out for the guidance of inexperienced teachers. Heath's Complete School Record (Grammar and Primary, \$1.00. High School, \$1.00.) gives space for the entire year's record of 80 pupils with one writing of the names. Seavy's Manual of Business Transactions (Price, 35 cents.) while prepared especially to be used with Seavy's Practical Business Bookkeeping, can be used to advantage as a supplement to any work on this subject. Spalding's Introduction to Botany (Price, 90 cents.) is designed as a laboratory guide in this subject and, it is believed, will prove a worthy addition to the series of "Science Text Books" now issued by this house. Herbart's Science of Education (Price, \$1.00) is a valuable study in the theory and practice of education.

The above are but a few of the many books issued within a short time by D. C. HEATH & CO. A full descriptive list of their publications will be sent free to any one addressing

D. C. HEATH & CO. = = **BOSTON, NEW YORK, and CHICAGO.**

New Books.

The Public School System of the United States, by Dr. J. M. Rice, is an embodiment in book form of the letters of criticism recently published by the author in *The Forum*. This matter has received some slight modification in adapting it to its new form of publication. A preface states the objects of the tour of observation which yielded the important material from which the substance of the book is selected, and defines the method and conditions that guided the work. Although criticism is unsparing, it is made on behalf of the child at school and without a desire to inflict injury upon any one. Pictures of ridiculous teaching are given, but for the purpose of exposing unscientific management, which is usually traced to political control of the schools.

The value of a comparative criticism of the schools of our country by a student as well equipped for the task as Dr. Rice is self-evident. The crying need of teachers is to know what other teachers are doing. The self-contentment that exists where this need is not felt is a very dangerous form of pedagogic stagnation. The neglectful public, however, is the ultimate object of the author's censure, and the great function of the book is to show the American people that, whatever interest they may leave to the tender care of ward politicians, they cannot so depute the control of their children at school without actual guilt.

The remedy for public school evils is, according to Dr. Rice, competent supervision—a supervision that shall do less of tinkering up courses of study and examining, and seek rather to educate and inspire the teachers. There can be no doubt that this is what is needed; but this remedy cannot be applied until superintendents are appointed from the ranks of educational experts and freed from political and other interference. As to the average American teacher, the author considers her weak in methods but excellent in spirit. Apparently, he would have us go to Germany to learn how to plan and conduct a recitation, while the German teacher might well study with us how a teacher should feel toward her pupils.

Progressive teachers who have felt the lack of earnest leadership or have found "the system" in their way should possess themselves of this book and use it for missionary work. Indeed, no teacher can afford to ignore the announcement of such a book. Every teacher should know what Dr. Rice has to say of herself or her peers. The book is handsomely printed and substantially bound in cloth. (Century Co., New York.)

It goes without saying that the person who is able to write a good, legible business hand has a great advantage in the race for success. In order to secure this valuable acquirement the learner needs to be started right and kept in the right way. Clarence E. Spayd, formerly a successful teacher, now city editor of the Harrisburg *Star-Independent*, has written a *Complete Manual of Commercial Penmanship* in which he takes up the subject from the beginning and follows it up step by step, to ornamental penmanship. The matter in the book elicited much praise from

teachers when published as a series of articles in the *Popular Educator*. One beauty of Mr Spayd's system is its simplicity; it reduces the lines in writing to the fewest possible number. Many teachers of penmanship have erred on the side of an excess of flourishes. They are appropriate, however, in artistic penmanship, which Mr. Spayd treats in the latter part of the book. The volume will prove of great assistance in home practice or as a guide to the teacher. It is full of the most helpful of suggestions; it gives an idea what good writing consists; the pupil is to be constantly encouraged to realize an ideal; bad habits are eradicated or prevented. It is written in a lively, interesting style and is liberally illustrated. The initial letters and other specimens of ornamental penmanship will be specially admired. (Educational Publishing Co., Boston. Cloth, 75 cents.)

Rev. James Wood, the editor of that useful work *Nuttall's Standard Dictionary*, has prepared another one entitled a *Dictionary of Quotations*, drawn from ancient and modern, English and foreign sources. It includes phrases, mottoes, maxims, proverbs, definitions, aphorisms, and sayings of wise men in their bearing on life, literature, speculation, science, art, religion, and morals, especially in the modern aspects of them. This volume covers a field that has probably never before been gleaned so comprehensively, and is, as it were, an *index* to the topical *index* at the end, which is so arranged that suitable quotations can be readily found, bearing on almost any subject; and for general readers of intelligence, teachers, preachers, scholars, and newspaper men is invaluable. It admits both prose and poetry, and is not confined to one subject or one period. It contains proverbs, quotations, and wise saws culled from all sorts of out-of-the-way sources, old and (particularly) new. The wise sayings of a dozen languages are comprised within its 30,000 references, as well as the crystallized wisdom of the great minds of America, England, France, and Germany. Teachers who are collecting libraries should not overlook this work. (Frederick Warne & Co., London and New York. 8vo. 658 pp.)

There is probably nothing that has so much effect in enlivening the school-room routine as recitations, readings, and dialogues. Most teachers have discovered this, and hence there are many schools where the Friday afternoon reception and the periodical exhibition are established institutions. For such the *Preston Library of Amusements and Entertainments*, arranged by the author of "Preston Papers," will be of interest and value. The author is a dramatic reader and a teacher, and is thus able to judge not only of the scenic but the educational requirements of selections. Number 1 of this library contains over twenty selections in prose or verse each supplied with appropriate tableaux. What a vivid impression Leigh Hunt's beautiful poem "Abou Ben Adhem," presented in this way, will make on the youthful mind! Teachers who superintend the arrangements for exhibitions can scarcely afford to be without the "Preston Library." (Preston Publishing Co., 149 Main street, Cincinnati, O. 30 cents.)

(CONTINUED ON PAGE 380.)

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(CONTINUED FROM PAGE 378.)

The volume on *Woman and the Higher Education* in the Dis-taff series, made up of representative work of the women of the state of New York in periodical literature, is edited by Anna C. Brackett. The essays in this volume are as follows: "A Plan for Improving Female Education," by Mrs. Emma Willard, 1819; "Female Education," by Mrs. Emma C. Embury, 1831; "The Collegiate Education of Girls," by Prof. Maria Mitchell, Vassar college, 1880; "A New Knock at an Old Door," by Mrs. Lucia Gilbert Runkle, 1883; "A Review of the Higher Education of Women," by Mrs. Alice Freeman Palmer, 1889; "The Teaching of History in Academies and Colleges," by Prof. Lucy M. Salmon, Vassar college, 1890; "The Private School for Girls," by Anna C. Brackett, 1892. These essays are full of thought and the teacher will profit greatly by reading them carefully and critically. (Harper & Brothers, New York.)

W. R. Orndorff, Ph.D., assistant professor in Cornell university, has prepared *A Laboratory Manual* containing directions for a course of experiments in organic chemistry, systematically arranged to accompany "Organic Chemistry." The manuscript of the book was submitted to Prof. Remsen, who recommended its publication, in the belief that it would be a valuable adjunct to his "Introduction to the Study of the Compounds of Carbon." Great care has been taken to determine the best conditions for each experiment. Prof. Orndorff for several years has had charge of the preparation of compounds of carbon in a large laboratory, and has amply utilized his opportunities for testing the different methods. (D. C. Heath & Co., Boston. 40 cents.)

It is pretty well established that one may have his brain crammed full of moral precepts and yet be a person of surpassing wickedness. The teaching of morals by example is always found effective; it is therefore desirable to present to the young for their emulation the traits of distinguished persons. William M. Thayer has recognized this fact and his ideas in regard to the inspiring of the pupils to live up to the best there is in them have been given practical form in the volume entitled *Ethics of Success*, illustrated by anecdotes from the lives of successful men and women. This is not merely a miscellaneous collection of anecdotes, but a well digested body of material presented in an orderly manner and with a purpose to instruct. The author at the beginning very appropriately cites the definitions given of success by celebrated men. Then are considered how to achieve success, failure and how to avoid it, application, minding little things, decision, courage, industry, idleness, work, method, genius, courtesy, modesty, duty, honesty, gratitude, patriotism, loyalty, and many others. It is a valuable collection of what the great leaders in every department of endeavor have thought and said on this most important subject of making the best of one's talents and opportunities. The book is intended for supplementary reading in school, but in the home it will be read and prized by the young people. There is an excellent introduction by Prof. Boyden, of the Bridgewater, Mass., state normal school. (A. M. Thayer & Co., Boston.)

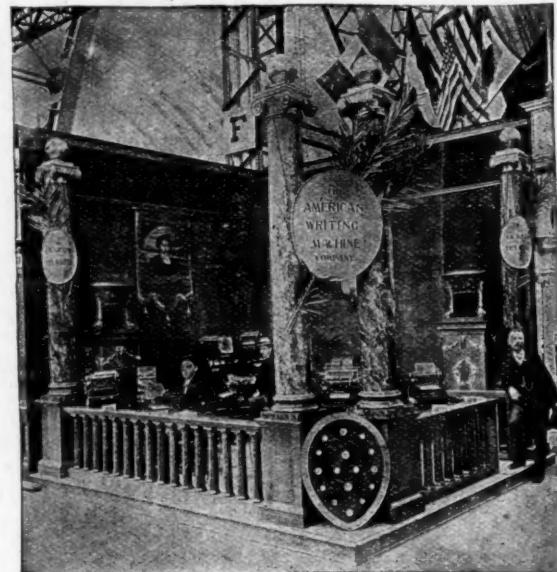
Mr. Ossian H. Lang has prepared an account of the *Great Teachers of Four Centuries*. It is a compact work designed to give a clear idea of the great teachers who have labored since the time of Columbus. It shows the trend of thought, the pedagogic movement of the times, the cast of mind of each prominent worker from the beginning of the new era that set in with the 15th century down to the present time. It cannot but be valuable to reading circles, training schools, and normal schools. It will be especially valuable to that newer class of teachers that is now coming on the stage.

The author says: "The aim has been to adapt it to the needs of the great body of busy teachers who have neither the time nor the means to make a comprehensive study, but are earnestly striving to be informed regarding the facts that are indispensable for an understanding of the theory and practice of modern education." The book is embellished with portraits of the leading educators and is handsome typographically. (E. L. Kellogg & Co., New York and Chicago. Limp cloth, 25 cents.)

The Slavery of the Pen Abolished.

Thousands of visitors at the World's fair have noticed the handsome exhibit made there in the Manufactures and Liberal Art building, section F. block 2, of the American Writing Machine Co., of Hartford, Conn. The Caligraph exhibit, in point of position, has a great advantage over other typewriting exhibits from the fact that it has a prominent place in the main hall. The columns of the immense case containing the exhibit are of red onyx, ornamented with capitals and surmounted by globes finished in gold. The shields in relief are also finished in gold and are handsomely set off with green palms. The two back walls are covered with light green velours. The front railing is of oak. On a shield in the lower part of the case, the medals received by the Caligraph at various exhibitions are displayed. The whole effect is striking and unique.

Teachers are learning to appreciate the typewriter as a schoolroom aid to the acquirement of accuracy and facility in spelling, grammar, punctuation, and composition. The Caligraph is used in the following schools in New England: Lasell seminary, Auburndale, Mass.; Lynn graded school, Lynn, Mass.; Lawrence academy, Groton, Mass.; Bennington graded school, Bennington,



Vt.; Weymouth public schools, Weymouth, Mass.; Brandon graded schools, Brandon, Vt.; St. Mark's school, Southborough, Mass.; South Kingston school, Peacedale, R. I.; Winslow school, Everett, Mass.; Groton school, Groton, Mass.; Milton academy, Milton, Mass.; Bridgeton academy, North Bridgeton, Maine.; Charlestown public school, Charlestown, N. H.; Norwich academy, Norwich, Vt.; Leominster graded school, Leominster, Mass.; Maine Wesleyan seminary and female college, Kent's Hill, Maine.; Providence high school, Providence, R. I.; Brockton public school, Brockton, Mass.; East Maine conference seminary, Bucksport, Maine.; Vergennes graded school, Vergennes, Vt.; Hyde Park public school, Hyde Park, Mass.; Lawrence public school, Lawrence, Mass.

The Caligraph is also extensively used abroad. The London Eng., school board has adopted it for use in the schools of that city. The nephew of the czar of Russia, Prince Nicolas Sherbatow, has recently become the happy possessor of a C ligraph fitted with Russian type. The prince made a thorough examination of all the machines exhibited at the World's fair, and his selection of the Caligraph speaks volumes for it.

Plans for a new building to be erected for the D. Lothrop Co. at the corner of Atlantic avenue and India street have been completed. The lot is one of the finest in Boston for such a purpose. It is adjacent to the beautiful building erected some two years since by the Chamber of Commerce, and it fronts Boston harbor. The structure will measure 57 feet on the avenue and 93 on India street, and will be five stories high. The materials of the exterior are to be red and yellow brick, iron and glass, and the main entrance will be on the corner of the streets, giving admission to a handsome vestibule. This floor will be divided into one large store and two offices. The greater part of the upper stories will be finished in large rooms for the several departments of the publishing house.

D. Lothrop Co. are making extensive preparations to meet the demand for all supplementary helps for superintendents and teachers. They have a large specialty in Kindergarten Helps, bringing out several new and important features. They have also begun a new department of Standard Books for the School and Town Library. Altogether the fall announcement of their educational department is rich and varied.

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Scott's <i>Abbot</i> , '94-'95; <i>Ivanhoe</i> , '93; <i>Woodstock</i> , '96; <i>Old Mortality</i> , '99; <i>Quentin Durward</i> , 1900. Library Editions.	85 cents each, postpaid.	1895 1900

Most of this material is published also in various other editions which are described in the Publishers' Portrait Catalogue.

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Literary Notes.

—M. L. Holbrook, New York, will publish early in the Autumn another book by Bertha Meyer, author of *From the Cradle to the School*, entitled *The Child, Physically and Mentally; Advice of a Mother according to the Teaching and Experience of Hygienic Science; A Guide for Mothers and Educators*. It has been translated by Friederike Salomon, revised by A. R. Aldrich, and dedicated with special permission, to Her Imperial and Royal Majesty Victoria, Empress, and Queen Frederic of Germany and Prussia.

—A new volume of short stories by Frank Stockton will be issued at an early date by the Scribners. It will be entitled "The Watchmaker's Wife, and Other Stories," and will contain six stories all characterized by the fertile fancy, quaint drollery, and quiet humor that have made the author's name famous.



Poisoned

Mrs. Mary E. O'Fallon, a nurse, of Piqua, Ohio, was poisoned while assisting physicians at an autopsy 5 years ago, and soon terrible ulcers broke out on her head, arms, tongue and throat. She weighed but 78 lbs., and saw no prospect of help. At last she began to take HOOD'S SARSAPARILLA and at once improved; could soon get out of bed and walk. She is now perfectly well, weighs 128 pounds, eats well, and does the work for a large family.

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Magazines.

—For one who wishes a more complete and careful and therefore more satisfactory treatment of the leading questions of the day than he is likely to get in the daily papers, a good magazine is *The Cyclopedic Review of Current History*. The number for the second quarter of 1893 makes a volume octavo size, of more than 200 pages. It has several half-tone portraits, including those of Ruskin (frontispiece), Hon. E. J. Phelps, Commissioner Blount, Secretaries Olney and Lamont, Rear-Admiral Gherardi, and others. The magazine is issued by Garretson, Cox & Co., Buffalo, N. Y.

—*Pansy*, with its homelike flavor, and its sympathetic attitude, especially towards young people, gives in its October number a fresh and attractive variety for all ages. The "American Literature Paper" is especially valuable this month, and Margaret Sidney's discriminating article on Shakespeare, in the "Columbian Year Sketches," ought to arouse an interest in the greatest of poets among the young people—and their elders, if there be any who know him not. The lovers of *Pansy's* stories—and they are many—will find her serial increasing in interest.

—The October number of the *Atlantic Monthly* contains many timely articles of historical and literary interest. Chief among these may be mentioned "The Isthmus and Sea Power," by Captain A. T. Mahan, U. S. N., a fundamental inquiry into the future history of the United States in the event of the opening of the Nicaragua Canal; "The Gothenburg System in America," by E. R. L. Gould, a member of the International Statistical Institute, an able paper showing the adaptability of the system governing the sale of liquor in Norway and Sweden to the different conditions of American life; an interesting and impartial paper "The Hayes-Tilden Electoral Commission" by James Monroe, Professor in Oberlin college and a representative in Congress in 1877; and "The Permanent Power of Greek Poetry," by R. C. Jebb, Professor of Greek at Oxford, and the most eminent living English scholar in Greek.

During the Teething Period.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND, COLIC, and is the best remedy for DIARRHEA. Sold by Druggists, in every city and town of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

—The readers of the October *Review of Reviews*, or certainly the Eastern readers, will find its most remarkable feature in the article on the "Irrigation Idea and Its Coming Congress." The writer of this important paper is William E. Smythe, editor of the *Irrigation Age*. Very few people will be prepared to hear that the arid regions of the United States, to which irrigation is a necessity, make up two-fifths of our national domain; that already, two years ago, the estimated value of the irrigated lands was \$300,000,000 according to the census. Mr. Smythe tells us that irrigation raises the value of land reclaimed by this truly great American desert from \$50 to \$1000 per acre, and the social results of the establishment of irrigating communities appear to be scarcely less than the enormous material gain.

—The October *Century* contains a paper of out-of-the-way interest on "The Cats of Henrietta Ronner," Madame Ronner being a Dutch artist who has made a specialty of painting cats. A number of well-engraved reproductions of her work are given with the article, which is written by Thomas A. Janvier. Examples of Madame Ronner's painting will be remembered by visitors of the World's fair.

—Frank R. Stockton has written the history of "How I Wrote 'The Lady, or the Tiger?'" for *The Ladies' Home Journal*, and tells what came of the writing of the famous story and the condition of his own mind, at the present time, of the correct solution of the problem whether the lady or the tiger came out of the opened door.

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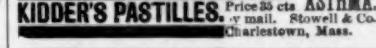
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